DOCUMENT RESUME

ED 329 136 FL 800 286

TITLE	English as a Second Language Adult Basic Education Curriculum Guide, ABE-02.
INSTITUTION	Cincinnati Public Schools, OH. Branch of Continuing/Vocational Education.
PUB DATE	88
NOTE	288p.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC12 Plus Postage.
DESCRIPTORS	Adult Basic Education; *Adult Education; *Behavioral Objectives; Classroom Techniques; Coping; Course Content; Daily Living Skills; *English (Second Language); High School Equivalency Programs; Language Proficiency; *Language Skills; *Limited English Speaking; Postsecondary Education; Second Language Learning; Student Characteristics; Student Evaluation; Time Factors (Learning)

ABSTRACT

This curriculum guide is designed for use by teachers of limited-English-proficient (LEP) students. The first section of the guide describes the aim of the curriculum, the mission of the Cincinnati Public Schools, the adult basic education program's philosophy with regard to the teaching of LEP students, typical characteristics of this student population, guidelines for effective teaching of LEP students, general skills found at each of four proficiency levels, and the process and stages of language acquisition. The bulk of the guide consists of specific skill development objectives, content, teaching strategies, and evaluation procedures for each topic at each skill level. Some topics involve daily living and communication skills and vocabulary, and others consist of grammatical constructions. A 50-item bibliography and a list of suggested additional materials are appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED329136

ENGLISH AS A SECOND LANGUAGE
ADULT BASIC EDUCATION

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. Frazier

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BRANCH OF VOCATIONAL/CONTINUING EDUCATION

CINCINNATI PUBLIC SCHOOLS

1988

FL800286

BEST COPY AVAILABLE

ADULT BASIC EDUCATION

CURRICULUM GUIDE

ABE-02

BRANCH OF VOCATIONAL/CONTINUING EDUCATION

CINCINNATI PUBLIC SCHOOLS

1988

ENGLISH AS A SECOND LANGUAGE

Table of Contents

Foreward

Acknowledgements

I. Introduction

II. Mission Statement

III. Philosophy

IV. Characteristics of the Limited English Proficient (L.E.P.) Student

V. Guide for Effective Teaching of English As A Second Language

VI. Language Proficiency Levels

VII. Language Acquisition - Overview
- A. Objectives
- B. Language Skills - Course Development
  1. Newcomer Students
  2. Advanced Beginner, Intermediate, Advanced L.E.P. Students
- C. Part Two - Coping Skills

VIII. Coping Skills

IX. Bibliography

FOREWARD

In the age of rapid technological innovation and constantly changing lifestyles, it is imperative to address the needs of those adults and out-of-school youths who cannot successfully manage to complete their education within the customary time frame. The complexity of employment and life skills required to meet today's standard cells for the provision of a program which offer remediation, retraining and further development of critical thinking
strategies.

The Adult Education Program for Cincinnati Public Schools focuses its sequentially-based curriculum on language and mathematics while fulfilling deficiencies in other content areas. It has been adapted to the needs and interests of the learner with the ultimate objective of producing citizens who can successfully participate in the process of setting and achieving goals.

The program, as reflected in the curriculum, should provide a nurturing mental and physical environment. A student hindered by psychological barriers toward formal education and feelings of academic inadequacies can, through A.B.E., become stimulated, discover his imagination and increase his available opportunities in life. It is the District's conviction that by offering a soundly structured curriculum and professional instructional staff, the students in the community-based schools, correctional institutions and programs for out-of-school youths will use their newly acquired skills to contribute to the betterment of the community.

ACKNOWLEDGEMENTS

Grateful appreciation is expressed to the following persons who were involved in the development of this course of study:

Minnie Brown, LaVerne Fisher, Patricia Friedmann, Carmen Johnson

Amy Krabbe, Lois Wiethorn and Betty Ottesen, Editor.

It was completed under the direct coordination and supervision of Jo L. Frazier.

Dr. Lee Etta Powell
Superintendent

Dr. Reginald L. Green
Deputy Superintendent

Mrs. Shirlee Williams
Assistant Superintendent

Dr. Theodore R. Herklotz
Director of Vocational/Continuing Education

Miss Vera M. Ramstetter
Associate Director of Vocational/Continuing Education

Department
of
Administration, Curriculum and Instruction

ENGLISH AS A SECOND LANGUAGE

I. INTRODUCTION

The English as a Second Language component of the Adult Basic Education Program corresponds to the Language Arts studies with its own particular requirements. Although the basic language skills apply there are unique differences with the curriculum because of the students and their needs.

The L.E.P. (Limited English Proficient) student may be a refugee who was forced to leave his/her country for political reasons, which also may have prevented the student from receiving either any education or more than a limited one. The immigrant, on the other hand, is one who has chosen, for personal reasons, to live in a new country. Among the members of this group the amount of education may also vary from none to post graduate. The student coming with a strong formal educational background is often one with a profession, the wife of an exchange student, or an employee of an agency or business. Although such a student often plans to return to his/her respective country, while in the United States, the language deficits must be addressed.

A LEP student comes into a class with any number of cultural and academic variables which must be taken into consideration when developing a specific student's program. The age range is from teenager to mature adults. Another consideration is the student's religious background which may conflict with social and academic requirements. Age and family social position are also relevant factors. Previous life conditions - war, persecution, refugee camp experiences - may inhibit the student's readiness to learn.

The E.S.L. teachers should be widely versed in work cultures, geography and current political situations in order to make language learning more relevant and less fearsome.

II. MISSION STATEMENT FOR CINCINNATI PUBLIC SCHOOLS

The mission of the Cincinnati Public Schools is to prepare pupils for a lifetime of learning, growth, and enrichment in a changing society. To achieve this mission, the Cincinnati Public Schools will provide each child with equal access to programs of educational excellence in socio-economically and racially integrated settings. Pupils will learn the essential knowledge, skills, and attitudes to be responsible and productive citizens who can achieve their highest potential and be prepared to respond to changes in their lives. Pupils will learn respect for themselves and others. The pupils, teachers, administrators, parents, Board of Education, and general community share responsibility for the fulfillment of this mission.

III. PHILOSOPHY

The Branch of Vocational/Continuing Education of Cincinnati Public Schools is committed to serving the adult L.E.P. (limited English proficient) students. Because learning a second language is so unlike learning one's native tongue, there is a need to accommodate the L.E.P. learner in a special way. To achieve this goal, an English as a second language curriculum has been developed as a guide for teachers who work with the L.E.P. population.

IV. CHARACTERISTICS OF VARIOUS LIMITED ENGLISH PROFICIENT (L.E.P.) STUDENTS

The English as a Second Language student may fall into one of the following groups or a multiple of them:

- The student who knows no English but may
  - use the Latin alphabet
  - use a non-Latin alphabet
  - use a written language based on characters

- The student who comes with a high level of reading ability, but a low level of conversational skills.

- The student who must develop greater proficiency in both written and oral skills in order to satisfactorily pass the entrance test for higher education in an American college or university, or to qualify for job placement.

- The student who must achieve sufficient proficiency to be able to prepare for and pass the G.E.D test. (A great number of the refugees come without written documentation of educational accomplishments.)

- The student who wishes to prepare for the U.S. citizenship test.

- The student who has lived in this country for a number of years and wishes to improve skills for personal satisfaction.

V. GUIDE FOR EFFECTIVE TEACHING OF ENGLISH AS A SECOND LANGUAGE

A teacher of English as a Second Language must have all the qualities of the good teacher of any subject but also:

- Should never assume that the student has any previous knowledge of the material presented.
- Should use a variety of presentations.
- Should be aware of the varied cultural backgrounds of the students.
- Should be creative, innovative, even adventurous in presenting new material.
- Should <u>listen</u> carefully to the students' speech patterns.
- Should carefully and gently correct the student's pronunciation, speech patterns, etc, as apart of each lesson.
- Should provide for all the uses of the language; comprehension, speaking, reading and writing.
- Should be aware that silent response does not indicate lack of communication.

Among the strategies and methods the English as a Second Language teacher should employ are the following:

- Total Physical Response (TPR) utilizing the student's senses in the presentation of materials
- Extensive drills for vocabulary and grammar.
- Sequential development of materials.
- Limit the presentation of new material to a reasonable amount. (Ten new words per lesson is within the average range).
- Review previous material, incorporating it into the drills of the new materials.
- Visuals from any source possible (include your own demonstration of a particular word or idea). Keep a pencil and paper nearby to draw whatever you are trying to explain. (You don't have to be an artist.)

- Relate the presentation to daily living.

- Begin with a structure presentation and drills. Then develop into free use of the vocabulary or grammar in writing and speech.

- Use frequent repetition of all learned material.

- Stress oral language. The prime purpose of language is for oral communication and greater emphasis should be put on:
    1. Enunciation
    2. Voice patterns and flow
    3. Speed of the spoken line
    4. Listening skills

The student may work with taped materials as well as with the E.S.L. teacher. Dialogues help to develop both listening and speaking skills. Where computers are available, corresponding software may also be employed particularly for grammar and usage drills.

VI. LANGUAGE PROFICIENCY LEVELS

Introduction

The following characteristics of language proficiency levels may serve as guidelines for student placement, retention, promotion and exit from E.S.L. classes. Students may possess varying degrees of proficiency with regards to individual descriptions. Thus, a holistic approach for evaluating proper student placement is most suitable.

Beginner (newcomer)
-Has had little or no formal or informal contact with English
-May or may not be familiar with the Latin alphabet
-May or may not have had any formal schooling
-Feels varying degrees of culture shock
-Is generally unable to cope with daily life in the United States

Beginner
-Is able to satisfy routine daily needs and courtesy requirements with some confidence but not with facility (including casual conversations about current events, as well as work, play, family and autobiographical information
-Can handle limited scholastic language requirements, but needs help in coping with complications or difficulties
-Can get gist of most conversations on non-technical subjects (subjects which require no specialized knowledge)
-Has speaking vocabulary sufficient to express himself simply with some circumlocutions
-Has a limited vocabulary which often reduces him/her to verbal groping or to momentary silence
-Has a "foreign" intonation and rhythm which are still dominant
-Has an accent, through quite faulty, is usually intelligible
-Can usually handle elementary constructions quite accurately, but does not have confident control of grammar
-Makes frequent misspellings and inaccuracies in structures and mechanics
-Is able to transcribe and write legibly

Intermediate
-Is able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social and class-related topics
-Can discuss particular interests and special fields of competence with near ease
-Has a broad enough vocabulary so that groping for words is not a constant burden

-Makes errors which seldom interfere with understanding and rarely disturb the native speaker
-Has quite good control of grammar, but makes errors in low-frequency structures and in most complex frequently used structures
-Has a "foreign" pronunciation which though apparent, is not distracting
-Writing tends to range from a loosely organized collection of sentence fragments to sentences and short paragraphs
-Shows good control of elementary vocabulary and some control of basic syntactic and grammatical patterns, but major errors occur when writing more complex thoughts

Advanced
-Able to use language well in areas normally pertinent to personal needs
-Can understand and participate in any conversation within the range of his experience with a high degree of fluency and precision of vocabulary
-Can respond appropriately even in unfamiliar situations
-Is able to write about everyday topics using both description and narration
-Has good control of most frequently used sytax and grammar
-Has some areas of weakness in grammar and syntax which follow no pattern but depends upon the individual
-Has sufficient vocabulary to express written thoughts with some circumlocution
-Makes few errors in mechanics (capitalization, punctuation)
-Makes occasional spelling errors

VII. LANGUAGE ACQUISITION

Overview

To successfully instruct an English as a Second Language class, the teacher must be aware that all students who have successfully learned a first language are capable of learning another language. Because adults enter Adult Basic Education/English Second Language classes with only one commonality - limited English proficiency - learners may employ a variety of learning strategies in attempting to gain English fluency.

Language is communicative; therefore, the process for learning must be interactive. L.E.P. (limited English proficient) students will be motivated to improve English skills if there is an orderly progression of comprehension and speech without books at the outset. Still, language acquisition takes time. Students often require an initial "silent" period to acclimate their ears to the new sounds before they are able to reproduce them.

Due to the uniqueness of each student, the amount of time varies. Many students begin English classes with the knowledge of fewer than fifty English words. Among such students, those who have been afforded previous formal education, who have reading skills in a language which uses the Latin alphabets, or who have active access to English outside of class are these who will progress at a much more rapid pace than students without such assets.

Eighteen months to two years is a common amount of time for a student who attends class ten to fifteen hours a week to acquire survival level oral and written communicative skills. For higher levels of language, the individual's abilities and the amount of time devoted to learning will play too great a role to set accurate time frames.

As stated, students will generally gain language proficiency in the following order: aural comprehension, speaking, reading and writing. However, to accommodate different learning styles and abilities, a variety of activities should be included in each instructional period. First, all activities should work toward establishing clearcut meaning for students. The learner must not practice meaningless language. Second, activities which cause students to both actively listen and respond are most productive. Third, pacing and variations are necessary for all learners. Language learners, especially, need changes of pace - exercises which exhilarate as well as those which relax. Finally, the teacher should sustain enthusiasm. The three hundredth time a work is repeated should sound as fresh and enthusiastic as the first time.

A teacher who critically evaluates students' communicative needs and goals and tailors situations to the needs will enhance student communication accordingly. The teacher must listen not only consciously to what the student is trying to communicate, but must also be sensitive to the student's frame of reference as he attempts to manipulate language.

This emphasizes the need for a student-centered E.S.L. class. The student will not decide if a need to learn the past tense exists; nevertheless, the content in which the past tense is practiced is of critical importance. Creative communication situations to reflect the life goals of students enables the learners to acquire life-coping skills which will be immediately useful to them. Thus, a cycle of establishing meaning, practicing new items and purposeful communication will bring about effective language learning.

A. Objectives

The objectives listed are appropriate for all second language learners regardless of their degree of fluency.

The L.E.P. (limited English proficient) student will:

- Begin at the diagnosed instructional level
- Develop communicative competence in comprehending, speaking, reading and writing English
- Acquire confidence in his new setting
- Gain understanding of American cultures
- Develop positive multi-ethnic attitudes while maintaining pride in his native culture

B. Language Skills - Course Development

1. Newcomer Students

Teachers may be referred to the newcomer section of the curriculum to build a program for students who arrive having little or no formal or informal contact with English.

Teachers of students at the pre-literate level should place the emphasis on sight words and a language experience approach. This is to ensure the students will grow aware that reading is a process of gaining meaning from print. Phonics and structural analysis, to a lesser degree, should also be taught to facilitate independent reading. Therefore, reading readiness can best be developed by focusing on students' interests and activities and student-generated language. The newcomer section of the E.S.L. curriculum will serve immediate needs in an English speaking environment.

The student will develop language skills as the teacher adheres to the sequential outline of activities which follow on the next pages.

SUBJECT: Newcomer to English
Personal Data

Skills	Content / Teaching Strategies	Evaluation
Acquaint student with ways to relate personal data.	I. Vocabulary development (auditory and sight words) A. Personal Data 1. What's (my, his, her, your) name? 2. (My, His, Her, Your) name is _____. 3. Where (am, is, are) (I, he, she, we, you, they) from? 4. (I, he, she, we, you, they) (am, is are) from _____. 5. What language (do, does) (I, he, she, we, we, you, they) speak. 6. (I, he, she, we, you, they) (speak, speaks) _____. 7. Where do you live? 8. I live at (number, street), in (city, state). 9. Where is (state?) 10. (State) is in the United States. 11. How many people are there in your family? 12. There are _____ people in my family. 13. How many children do you have? 14. I have _____ children. 15. Are you married? 16. Yes, I am married. 17. No, I am not married. 18. Are you single? 19. Yes, I am single. 20. No, I am not single.	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.

19

20

SUBJECT: Newcomer to English
Parts of the Body

Skills	Content / Teaching Strategies		Evaluation
Make student aware of parts of body to enable him to handle medical concerns.	B. Parts of the body. These words may be added or deleted at the teacher's discretion. forehead head hair face nose eye ear cheek chin eyebrow eyelashes neck shoulder arm elbow wrist hand finger thumb body chest waist back	B. Teacher will elicit speech by asking; "What is it?" "What are they?" Note: With students who are somewhat familiar with the Latin alphabet these words can be good sight words. Students should be given pictures to label. Resource Material: Teacher or commercially produced materials.	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.

21

22

SUBJECT: Newcomer to English
Parts of the Body (cont.)
Colors

Skills	Content / Teaching Strategies		Evaluation
	behind, derriere leg knee ankle toe nail		Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
Students will be able to describe colors of objects.	C. Colors Vocabulary may be added or deleted at the teacher's discretion. red pink green blue yellow orange black brown white purple violet gold silver light _____ dark _____	C. Students will respond to color stimulus (paper, etc) by saying: It's _____. Teacher: What color is it? Student: It is _____. Teacher: It is (red)? Student: No, it is not red. It is (green).	

23

24

SUBJECT: Newcomer to English
Colors (cont.)
Fruits and Vegetables

Skills	Content / Teaching Strategies		Evaluation
	tan gray turquoise		Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
	D. Fruits and Vegetables Teacher may add or delete vocabulary at his discretion. cantaloupe pear peach watermelon strawberry cherry grape orange lemon lime grapefruit plum apple apricot coconut corn potato green bean	D. Students will respond to pictures or other visuals by answering: Teacher can incorporate color and food practice by: Teacher: "What color is a (banana)?" Student: "A banana is yellow". Teacher: "Is a (banana) yellow?" Student: "Yes, a banana is yellow?" Teacher: "Is celery red?" Student: "No, celery is green."	

SUBJECT: Newcomer to English
Fruits and Vegetables (cont.)
Other Foods

Skills	Content / Teaching Strategies		Evaluation
	peas onion green onion tomato green pepper hot pepper cabbage lettuce carrot cucumber pickle celery broccoli cauli- flower snow peas		Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
Students will learn food vocabulary to aid him in shopping at grocery stores and in restaurants.	E. Other Foods Teacher may add or delete vocabulary at his/her discretion. hot dog sausage meat	E. Teacher will drill new words using visuals. Students will practice the vocabulary while practicing verbs such as: eat, have, buy, cook, drink. Teacher: "What do you eat?" Student: "I eat _____."	

27

28

SUBJECT: Newcomer to English
Other Foods (cont.)

Skills	Content / Teaching Strategies	Evaluation
	steak beef ham pork chicken turkey hamburger fish rice noodle spaghetti bread roll butter peanut butter cake ice cream pie cookie cracker cheese yogurt drink milk juice tea water coffee coke	Teacher: "What does he/she eat?" Student: "He/She eats _____." *Note: For most students, the present simple tense presents great problems and requires a great deal of practice. Teacher will provide simple dialogues to reinforce fluency. "What do you eat for breakfast?" "I eat cereal and milk." A. "What do you drink?" B. "I drink tea with lemon." A. "What do you eat for lunch?" "I eat spaghetti." B. "What do you drink?" "I drink orange juice."	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.

SUBJECT: Newcomer to English
Other Foods (cont.)
Time and Daily Routine

Skills	Content / Teaching Strategies		Evaluation
	nut soup egg (fried, scram- bled, boiled) pancake French toast muffin cereal sugar salt pepper sandwich		Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
Students will learn time vocabulary.	F. Telling Time Vocabulary may be added or deleted at the teacher's discretion. numbers 1-100 past after before to of half past	F. 1. Teacher will practice numbers using flash cards. Material: Teacher-prepared flash cards. 2. Teachers will have students practice numbers by playing Bingo. 3. Students will begin with time by responding to the appropriate flash card, a. Teacher: (flash card) 1:00	

31

32

SUBJECT: Newcomer to English
Time and Daily Routine

Skills	Content / Teaching Strategies	Evaluation
Students will be able to describe daily morning routine.	quarter wake up turn off turn on listen to get out of bed look out put on walk shave brush comb button tie sit down butter put pour pick-up stir alarm clock radio news bed windows bathrobe bathroom electric razor	Question: "What time is it?" Student: "It is one o'clock." b. Teacher: (flash card) 1:15 Question: "What time is it? Student: "It is one-fifteen It is a quarter (after, past) one." c. Teacher: (flash card) 1:30 Question: "What time is it?" Student: "It is one-thirty." "It is half past one." 4. Teacher will use a clock with hands to be sure that students can give appropriate answers. 5. Teacher will ask students to respond to sequential pictures. Resources: Picture It Regents Publishing Co., 1981, pp. 2-7 Teacher-or commercially-prepared clock.	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills." When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.

SUBJECT: Newcomer to English
Time and Daily Routine

Skills	Content / Teaching Strategies		Evaluation
	after- shave lotion teeth hair pants shirt mirror a tie kitchen toast eggs in front of		Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
Students will be able to use and converse about money.	G. Money Teacher may add or delete vocabulary at his discretion. hundred thousand ten thousand hundred thou- sand million dollar(s) cent(s) penny	G. 1. Teacher will lead students to respond to the names of the coins and bills. 2. Students will reply to questions about money value. Teacher: "How much money do I have? Student: "You have $2.25." 3. Students will give appropriate response to flash cards showing different amounts of money. 4. Teacher will place prices on food items that students have already learned. Students will	

SUBJECT: Newcomer to English
Money (cont.)
Community Workers

Skills	Content / Teaching Strategies		Evaluation
	nickel dime quarter half-dollar bill cost	answer as to the cost of the items. Teacher: (can of soup) "How much does the soup cost?" Student: "It costs 69 cents."	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills.
Students will learn the names of various workers and the jobs they perform.	H. Community Workers Teacher may add or delete vocabulary at his discretion. painter nurse doctor janitor teacher plumber dentist cashier garbage man bus driver mechanic secretary waiter waitress mailman policeman fireman	H. 1. Students will practice the names of various occupations. Teacher: "What is he/she?" Student: "He/She is a(n) ____." 2. Students will respond to visuals clues demonstrating activities of various workers. Teacher: "What is she doing?" Student: "She is cleaning her teeth." Teacher: "What is he doing?" Student: "He is bringing food to the people."	When reading and writing skills are sufficiently developed, teacher made test will be used to ascertain proficiency.

SUBJECT: Newcomer to English
Community Workers (cont.)

Skills	Content / Teaching Strategies	Evaluation
	Jobs they perform: paint check clean teach take put drive type bring help fix	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.

SUBJECT: Newcomer to English
After Work Routine

Skills	Content / Teaching Strategies	Evaluation
Students will be able to communicate a typical post work schedule.	I. After Work Routine Vocabulary may be added or deleted at teacher's discretion. leave get on get off pick-up get turn on turn to watch charge find look at take a shower open relax read set the table have put on get into pull reach set alarm turn off	I. 1. Students will reply to sequential pictures which depict daily evening routine. Teacher: "In picture Number 1, she leaves her office at 5:00." She repeats the phrase. Student: "She leaves her office at 5:00." Resource: Picture It! Regents Publishing Company 1981, pp. 38-45	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.

SUBJECT: Newcomer to English
After Work Routine (cont.)
Doctor's Office

Skills	Content / Teaching Strategies		Evaluation
	office bus stop dry cleaners dry cleaning mail key lock clothes channel movie night-gown cover night table alarm clock light		Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
Students will learn vocabulary to prepare for a doctor's office visit.	J. Doctor's Office Vocabulary may be added or deleted at the teacher's discretion. look at feel make	J. 1. Students will respond to sequential pictures which illustrate a sick person's trip to the doctor. Resource: Picture It!. Regents Publishing Co., 1981, pp. 134-141	

SUBJECT: Newcomer to English
Doctor's Office (cont.)

Skills	Content / Teaching Strategies	Evaluation
	call stick out wait explain roll up hold out roll down put down unbutton lie down be examined put on tuck in sick headache phone call office appointment steps waiting room magazine sleeve examination room thermometer mouth tongue shot	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.

SUBJECT: Newcomer to English
House

Skills	Content / Teaching Strategies		Evaluation
Students will be able to describe household rooms and commonly used furniture or appliances.	K. House Vocabulary may be added or deleted at the teacher's discretion. house apartment garage basement living room bathroom kitchen bedroom family room den hall armchair chair sofa couch bookcase shelf,shelves coffee table end table lamp television fireplace rug carpet ashtray	K. 1. Students will respond to picture clues to absorb "household" vocabulary. 2. Students will form sentences to describe objects in rooms. "<u>There is</u>" and "<u>there are</u>" will be a new structure. A. "<u>There is</u> a toilet in the bathroom." "<u>There are</u> two armchairs in the living room." "<u>There are</u> curtains in the kitchen." 3. Students will describe room pictures to the class. Resource Material: Teacher-made visuals.	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.

SUBJECT: Newcomer to English
House (cont.)
Clothes

Skills	Content / Teaching Strategies	Evaluation
	dresser bed bedspread sheet pillowcase pillow closet mirror desk sink bathtub shower shower curtain medicine cabinet tap faucet toilet cupboard stove oven burner refrigerator freezer light fan	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.

SUBJECT: Newcomer to English
Clothes

Skills	Content / Teaching Strategies	Evaluation
Students will be able to use clothing vocabulary. Students will be able to use adverbs of frequency to relate the frequent occurrence.	L. Clothes Vocabulary may be added or deleted at the teacher's discretion. suit jacket sleeve lapel shirt collar tie vest sports jacket pocket sweater slacks pants jeans sports shirt belt boxer shorts briefs socks undershirt skirt	L. 1. Teacher will show different articles to which the students will give the appropriate response. "It's a(n) _____". "They're _____". 2. Students will describe clothes using adjectives. "It's a <u>(red)</u> <u>(plaid)</u> shirt." 3. Students will describe what they are wearing. Teacher: "What are you wearing?" Student: "I'm wearing _____." 4. Students will practice clothing vocabulary using adverbs of frequency. Teacher: "Do you ever wear a <u>(hat)</u>?" Student: "Yes, I <u>always</u> wear a hat." "No, I <u>never</u> wear a hat." 5. Students will practice clothing vocabulary and the verb "have."	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.

SUBJECT: Newcomer to English
Clothes (cont.)

Skills	Content / Teaching Strategies	Evaluation
	blouse dress handbag clutch bag shoulder bag blazar sweatshirt T-Shirt	Teacher: "Do you have a suit?" Student: "Yes, I have a striped suit)."
	shorts slip bra underpants knee socks panty hose tights print flowered polka dots striped solid plaid paisley checked trench coat raincoat coat cap hair robe pajamas nightgown	Longman, Inc., 1987,pp. 35-37

Students at this level will be constantly monitored and evaluated by their inability to comprehend and repeat appropriate drills.

When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.

SUBJECT: Newcomer to English
Clothes (cont.)
Calendar

Skills	Content / Teaching Strategies	Evaluation
	slipper boot turtleneck crewneck V-neck cardigan shoe heel sole shoelace loafer sneaker gym shoes sandal always usually often sometimes seldom rarely Resource: Longman Photo Dictionary, Rosenthal Marilyn & Daniel Freeman, Longman, Inc., 1987, pp. 35-37	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
Students will be able to communicate information related to the calendar.	M. Calendar Vocabulary may be added or deleted at the teacher's discretion. January (Jan.) February (Feb.) March (Mar.) April (Apr.)	M. 1. Teacher will facilitate teaching days and dates by incorporating them into the daily lesson. Teacher: "What is the day today?" Student: "It's (Monday)." Teacher: "What is the date today?" Student: "It's September 6, 1987."

SUBJECT: Newcomer to English
Calendar (cont.)

Skills	Content / Teaching Strategies	Evaluation
	May (-) June (Jun.) July (Jul.) August (Aug.) September (Sept.) October (Oct.) November (Nov.) December (Dec.) Monday (Mon.) Tuesday(Tues.) Wednesday(Wed.) Thursday(Thurs.) Friday(Fri.) Saturday(Sat.) Sunday(Sun.) ordinal numbers first second third fourth fifth etc. before after	2. Students will practice the dates using before and after. Teacher: "What day is after Tuesday?" Student: "Wednesday is the day after Tuesday." 3. Students will practice dates using before and after.	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made test will be used to ascertain proficiency.

SUBJECT: Newcomer to English
Weather and Seasons

Skills	Content / Teaching Strategies	Evaluation
Students will be able to discuss the weather and seasons.	N. Weather and Seasons Vocabulary may be added or deleted at the teacher's discretion. summer fall/autumn winter spring sunny rainy snowy icy clear cloudy stormy foggy windy hot warm cool chilly cold freezing	N. 1. Students will respond to picture cues to describe the seasons: "It's summer." "It's fall." 2. Students will describe weather as indicated by the pictures. "It's hot." "It's windy." 3. Students will respond orally to questions about weather and seasons. Teacher: "How is the weather today? Student: "It's clear." "It is windy?" "It is hot." Teacher: "How is the weather usually in summer?" Student: "It is usually hot in the summer. Teacher: "How is the weather usually in May?" Student: "It is usually warm in May."	Students at this level will be constantly montitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently devleoped, teacher made tests will be used to ascertain proficiency.

SUBJECT: Newcomer to English
Adjective Enrichment

Skills	Content / Teaching Strategies		Evaluation
		Teacher Resource: Longman Photo Dictionary Rosenthal Marilyn and Daniel Freeman, Longman Inc., 1987 p. 4	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
Students will gain ability to be more descriptive by learning commonly used adjectives.	0. Adjective Enrichment (Opposites) Vocabulary may be added or deleted at the teacher's discretion. neat messy high low loose tight light heavy long short good bad tall short young old clean dirty pretty ugly wet dry straight curly fast slow hot cold open closed full empty new old	0. 1. Students will orally respond to teacher initiated cues. Teacher: "Is it neat or messy?" Student: "It is neat." Teacher: "Is she young?" Student: "Yes, she is young." Teacher: "Is it empty?" Student: "No, it isn't empty. It's full." Reference: Longman Photo Dictionary. Rosenthal, Marilyn and Daniel Freeman, Longman, Inc., 1987 pp. 33-34 Teacher-made visuals.	

61

62

SUBJECT: Newcomer to English
Emotions

Skills	Content / Teaching Strategies	Evaluation
	light dark straight crooked wide narrow thick thin hard soft rough smooth over under	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
Students will be able to relate feelings by learning new adjectives of emotions.	P. Adjective Enrichment Vocabulary may be added or deleted at the teacher's discretion. pleased happy ecstatic surprised shocked sad miserable grieving displeased angry furious annoyed disgusted embarrassed ashamed nervous	P. 1. Students will acquire vocabulary to describe emotions by responding to pictures or facial cues. Reference: Longman Photo Dictionary. Rosenthal. Longman, Inc., 1987, p. 32

63

64

SUBJECT: Newcomer to English
Emotions (cont.)

Skills	Content / Teaching Strategies	Evaluation
	worried scared afraid determined proud smug shy bored confused suspicious	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.

SUBJECT: Newcomer to English
Reading Development

Skills	Content / Teaching Strategies		Evaluation
Students will gain word attack or decoding skills by learning basic phonics.	II. Reading Development A. Phonics 1. Consonants & short a 2. Consonants & short i 3. Consonants & short u 4. Consonants & short o 5. Consonants & short e 6. Consonants diagraphs & short vowel sounds 7. Long vowel sounds 8. A followed by u, w, r, ll, lt 9. oi and oy 10. ou and ow 11. r controlled vowels 12. ca, co, cu 13. ce, cy, ci 14. ga, go, gu 15. ge, gy, gi	A. Students will spend approximately 10 minutes of each class reading generally nonsense words to promote development of phonics skills. In trying to meet all learning styles, some attention must be devoted to the benefits of phonics instruction. Reference: Professor Phonics Gives Sound Advice. Foltzer, Monica. St. Ursula Academy, 1980, pp. 8-90	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.

2. Advanced Beginner, Intermediate, Advanced L.E.P. Students

The Advanced Beginner, Intermediate and Advanced English as a Second Language Curriculum is designed for students who have some knowledge of English but need a well-structured program for continued language growth. Although the curriculum provides strategies for communicative development as well as a firm foundation in grammar, supplementary reading is strongly advised to completely balance the program. Suggested readers are listed in the bibliography.

A variety of timely and practical topics is introduced to stimulate student interest and generate group discussion. The grammatical structures follow a sound pedagogical progression. When a structure is first introduced, teaching strategies which maintain tight control and prevent the student from making errors are best. However, after practicing through the use of substitution exercises and other mechanical drills, the students should be involved in language situations which activate their minds and cause them to think and create in the language, rather than simply to repeat.

Example drills given in the curriculum should be used as loose models. The types of questions asked, topics read and structured drills will depend entirely on the student population.

Finally, although the focus is on grammatical structures, they are meant to be learned through thematically controlled topics, not a series of unrelated sentences.

SUBJECT: Advanced Beginner,
Intermediate and Advanced
Grammar and Language Development

Skills	Content / Teaching Strategies		Evaluation
Student will be able to communicate subject and possessive pronouns concerning nationality and native language.	A. Review Grammar Section 1. Forms with the verb <u>be</u> a. Subject & possessive pronouns These words may be added or deleted at the teacher's discretion. Cambodia-Cambodian France-French Germany-German Greece-Greek India-Hindi Iran-Persian Japan-Japanese Canada-English Egypt-Arabic Ethiopia-Amharic France-French Mexico-Spanish Netherlands, Holland-Dutch Philippines-Tagalog	a. Using a 5"x8" cards printed with various countries names, typical given and surnames, and national languages, students will orally practice subject and possessive pronouns. "What is (my, his, her, your..) name?" "(My, His, Her, Your...) name" "Where (am, is, are) (I, he..) from?" "What is your native language?" "My native language is _____." b. Using pictures of rooms in the home, supplementary vocabulary demonstrative pronouns, students should describe rooms. The student will begin orally using simple question/answer format. Then the students will write a description of a room. Finally, students will give a memorized oral description to the class.	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.

70

71

SUBJECT: Advanced Beginner,
Intermediate and Advanced
Grammar and Language Development (cont.)
Demonstrative Pronouns
Possessive

Skills	Content / Teaching Strategies	Evaluation
Pronouns - Singular Possessive	Soviet Union Russia China-Chinese Vietnam- Vietnamese	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
Students will be able to communicate descriptions of rooms and furniture.	b. Demonstrative pronouns this - these that - those Teacher should choose appropriate vocabulary from the list given under e. Expletive.	b. Using pictures of rooms in the home, supplementary vocabulary and demonstrative pronouns, students describe rooms. The students will begin orally using simple question/answer format. Then the students will write a description of a room. Finally, students will give a memorized oral description to the class.
Students will be able to communicate about classroom objects using possessive forms.	c. Singular possessive ('s and s') with <u>whose</u>. Vocabulary may be added or deleted at the teacher's discretion.	c. Teacher or student points to to objects and asks questions about them. "Whose (book) is this (that)?" "It's (Student B's)." "Is it (Student C's)?" "No, it isn't. It's (Student B's)."

SUBJECT: Advanced Beginner,
Intermediate and Advanced
Grammar and Language Development
Clothing

Skills	Content / Teaching Strategies		Evaluation
Students will learn clothing vocabulary.	bathrobe pajamas night gown slippers undershirt T-shirt socks stockings sports coat sweater: cardigan V-neck turtleneck crew neck sandals loafers sneakers/ tennis shoes/gym shoes	With clothing pictures distributed among the students, the exercise is continued. Students will use department store fliers to go on a shopping spree for clothes. Each will be allowed $200.00 to purchase summer fall, winter or spring clothes.	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.

SUBJECT: Advanced Beginner,
Intermediate and Advanced
Clothing (cont.)
Adverbs of Frequency

Skills		Content / Teaching Strategies		Evaluation
		boots jeans slacks/pants belt raincoat scarf gloves/mittens blouse shirt skirt dress suit		Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills and sufficiently developed, teacher made tests will be used to ascertain proficiency.
Students will be able to discuss the frequency of actions, using adverbs of frequency.	d.	Adverbs of frequency 100% <u>always</u> - all of the time <u>usually</u> - most of of the time <u>often/frequently</u> - much of the time <u>sometimes</u> - some of the time <u>seldom/rarely</u> - almost never <u>hardly ever</u> - almost never 0% <u>never</u> - not at any time	d. Using various adjectives, the teacher will ask personalized questions to elicit responses which include adverbs of frequency. "Are you ever impatient in English class?" "Yes, I am (frequently) impatient." Have students read appropriate passage to reinforce usage. Students will write a 5-10 sentence about a friend using an adverb of frequency in each sentence. "(Name of person) is <u>seldom</u> in a bad mood."	

SUBJECT: Advanced Beginner,
Intermediate and Advanced
Human Behavior

Skills	Content / Teaching Strategies		Evaluation
Students will be able to recognize human behavior and its attributes.	Teacher may add or delete any of the following vocabulary. in a hurry late on time early busy bored impatient patient hungry angry tired polite impolite rude in a (good, bad) mood lonely worried (about) critical lazy hard working sick healthy quiet talkative unhappy	Resource: Patterns of America English Lorenz, Marian B. Oceana Publications, 1976, pp. 8-9	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.

78

79

SUBJECT: Advanced Beginner, Intermediate and Advanced Human Behavior (cont.)
Expletive: Countable Nouns

Skills	Content / Teaching Strategies	Evaluation
	cheerful absent broke nervous	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
Students will learn the use of "there is" with countable singular Student will be able to describe objects commonly found in the home.	e. Expletive: There is + a(n) + singular countable noun. Teacher may add to or delete any of the following vocabulary. <u>Kitchen</u> refrigerator freezer stove burner oven cabinet sink faucet pantry toaster	e. Students will orally practice with "there is" and the home vocabulary. "Is there (a stove) in the bathroom?" "No, there isn't, but there 's a sink in (the bathroom)." "Is there (a table) in the living room)?" "Yes, there is, but there isn't a table in the (hall)." Students will ask questions about each other's rooms, apartments, etc. Students will write 5-10 sentences using <u>there is(n't)</u> to describe a room picture.

SUBJECT: Advanced Beginner,
Intermediate and Advanced
Expletives
Countable Nouns (cont.)

Skills	Content / Teaching Strategies	Evaluation
	Hall mirror chest chair Living Room sofa/couch love seat armchair rocking chair desk bookcase shelf rug end table coffee table lamp fireplace tape recorder television set record player ashtray Bedroom bed pillow pillowcase sheet blanket bureau dresser	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.

SUBJECT: Advanced Beginner, Intermediate and Advanced
Countable Nouns (cont.)
Expletive: Uncountable Noun

Skills		Content / Teaching Strategies		Evaluation
		Bathroom bathtub shower toilet sink medicine cabinet		Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
Students will learn the use of "there is" with uncountable nouns.	f.	Expletive: There is + uncountable noun some/any	Pre-Teach Vocabulary	
		Vocabulary may be added to or deleted from teacher's plan.	Using pictures to elicit responses students will tell what there is or isn't in a room.	
Students will learn common uncountable nouns for practice with "there is".		furniture heat electricity sunshine dust soot food corn lettuce spinach cabbage broccoli cauliflower cantaloupe watermelon ice cream	Students will add to a partially completed dialogue in which they will tell what is or isn't available to make for dinner. "What's for dinner tonight?" "I don't know. I cannot decide what to make." "Is there any _____?" "Yes, there's some _____." "No, there isn't any _____."	

SUBJECT: Advanced Beginner
Intermediate and Advanced
Expletive: Uncountable Nouns (cont.)
Expletive: Plural Nouns
Measurement Vocabulary

Skills	Content / Teaching Strategies	Evaluation
	milk cream bread toast butter margarine rice spaghetti salt pepper garlic tea coffee flour sugar soup wine beer coca-cola oil meat pork chicken beef ham fish hamburger ground beef	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
	Have students read appropriate passage to reinforce usage. Resource: Patterns of American English Lorenz, Marian B. Oceana Publications, 1976, pp.10-11	

56 57

SUBJECT: Advanced Beginner,
Intermediate and Advanced
How many?
There is, There are
Measurement Vocabulary

Skills	Content / Teaching Strategies		Evaluation
Students will learn to use "there are" with plural nouns.	g. Expletive: There are + plural nouns Vocabulary may be added or deleted at the teacher's discretion.	Pre-teach any new vocabulary Teacher will drill equivalencies by asking: "How many nickels <u>are there</u> in a quarter?" "How many hours <u>are there</u> in a century?"	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
Students will be familiar with measurement vocabulary. Students will learn to form questions with "how many".	coin penny nickle dime quarter dollar second minute hour day week month year decade century inch foot-feet yard mile ounce cup	"How many hours <u>are there</u> in a day?" "How many ounces <u>are there</u> in a cup?" "How many ounces <u>are there</u> in a pound?" Teacher will monitor practice and comprehension on written handout sheets. Students will have a competition to practice equivalencies. Reference: <u>Patterns of American English</u>. Lorenz, Marian B. Oceana Publications, 1976, pp. 13-15	

SUBJECT: Advanced Beginner,
Intermediate and Advanced
Measurement Vocabulary (cont.)
There is, There are (cont.)
Countable and Uncountable Nouns
Environment/Places of Interest

Skills		Content / Teaching Strategies		Evaluation
		pint quart half-gallon gallon pound		Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills.
Students will demonstrate ability to use "there is" or "there are".	h.	Expletive: There (is, are) Review countable and uncountable nouns with some/ any.	Students will read text passage to reaffirm correct usage. Students will complete written exercises for further practice. Students will take written tests on the use of <u>there is/are</u> with countable and uncountable nouns.	When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
Students will be able to describe amounts of countable and uncountable nouns.	i.	a lot (of) countable uncountable nouns many a few countable nouns much a little uncountable nouns	Pre-teach any unknown vocabulary Students will read illustrative passage to reinforce vocabulary and structure. Students will complete text exercises and submit for correction. Students will do library research to complete information sheets on various states, cities, or countries. "There are (not) many large (cities) in (New Hampshire)."	

SUBJECT: Advanced Beginner,
Intermediate and Advanced
Countable and Uncountable Nouns (cont.)
Environment/Places of Interest (cont.)

Skills	Content / Teaching Strategies		Evaluation
	Vocabulary may be added or deleted at the teacher's discretion.	"There is (not) much manufacturing in Vermont."	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills.
Students will learn vocabulary to describe their environment and places of interest.	office buildings apartment buildings skyscapers concert hall movie theaters department stores restaurants night clubs skating rinks athletic fields rivers mountains hills lakes forests plains beaches highways airports national parks universities cattle ranches dairy farms resorts zoos factories tennis courts post offices	"There are a few (cattle ranches) in (Utah)." "There is little (air pollution) in (New Mexico)." "There is (not) a lot of (agriculture) in (Nevada)." Resource: Patterns of America English, Lorenz Marian B. Oceana Publications, 1976, pp. 16-17 Students will review usage with appropriate handout sheets. Resource: E.S.L. Grammar Workbook I Dart, Allan K. Prentice-Hall, 1978, pp. 40-42 Students will write descriptive papers about their native countries. Student may incorporate vocabulary and grammatical structures used in Section 1 of the Review Grammar Section.	When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.

SUBJECT: Advanced Beginner,
Intermediate and Advanced
Environment/Places of Interest (cont.)

Skills	Content / Teaching Strategies	Evaluation
	golf courses schools churches mosques temple grocery stores swimming pools libraries police stations playgrounds manufacturing agriculture air pollution rain snow activity night life interest in: sports politics movies music the arts oil coal steel gold wheat copper lumber mining fishing hunting	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.

SUBJECT: Advanced beginner,
Intermediate and Advanced
Present Continuous Tense
Environmental/Places of Interest (cont.)

Skills	Content / Teaching Strategies	Evaluation
	cattle breeding crime gambling	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills.
Students will be able to communicate using the present continuous tense.	B. The Present Continuous Tense (Active voice)	When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
	Vocabulary may be added or deleted at the teacher's discretion.	The teacher will pre-teach all unknown vocabulary.
		The teacher reviews formation of the present continuous tense by using blackboard, oral work and written exercise.
Students will be able to discuss travel and vacations.	Sequence 1 1. The Morrisons are going to the car. 2. They are carrying their bags. 3. Mr. Morrison is putting the bags in the trunk. 4. Everyone is getting in the car. 5. Mr. Morrison is driving away.	The teacher will distribute sequential picture stories which illustrate the vocabulary and grammatical structure. Students will respond orally to picture clues. Students will ask each other, "yes/no" and "wh-?" about the pictures. Students will write the story in the first person singular form. Resource: Picture It! Regents Publishing Co., 1981, pp. 62-69

SUBJECT: Advanced Beginner,
Intermediate and Advanced
Present Continuous Tense (cont.)

Skills	Content / Teaching Strategies	Evaluation
	6. Alex Morrison is explaining the directions to his parents. 7. The Morrisons are driving up the entrance ramp to get on the highway. 8. They're following the signs to the the shore. Sequence 2 1. They're getting off the expressway. 2. The family is arriving at the beach. 3. Mr. Morrison pulled into a service station. 4. The gas station attendant is giving Mr. Morrison some directions.	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.

98

99

SUBJECT: Advanced Beginner,
Intermediate and Advanced
Present Continuous Tense (cont.)

Skills	Content / Teaching Strategies	Evaluation
	5. They are approaching the hotel. 6. Mr. and Mrs. Morrison are checking into the hotel. 6. Mr. and Mrs. Morrison are checking into the hotel. 7. He is giving the suitcases to the bell-. hop. 8. The family is going into their room. Sequence 3 1. They are putting on their bathing suits. 2. They are walking down the beach. 3. Mrs. Morrison is paying to rent an umbrella. 4. Mr. Morrison is putting up the umbrella.	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.

SUBJECT: Advanced Beginner,
Intermediate and Advanced
Present Continuous Tense (cont.)

Skills	Content / Teaching Strategies	Evaluation
	5. The are spreading the towels on the sand. 6. They are taking off their sandals. 7. Mr. and Mrs. Morrison are putting on suntan lotion. 8. They are stretching out in the sun. Sequence 4 1. Everyone is swimming. 2. Alex and Paul are playing frisbee. 3. Alex and Kathy are eating sandwiches. 4. They are having soft drinks. 5. Alex and Kathy are shaking out their towels. 6. Everyone is folding up his/her towel.	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.

102

103

SUBJECT: Advanced Beginner,
Intermediate and Advanced
Present Continuous Tense (cont.)

Skills	Content / Teaching Strategies	Evaluation
	7. Mr. Morrison is returning the umbrella. 8. The family is walking back to the hotel.	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
Students will be able to form wh- questions.	Students will review <u>what, where, why, who, whose, when,</u> with the present continuous tense. This may be accomplished by using an illustrative reading passage and comprehension questions. Students will be given a picture or photograph with at least two people in it. Students will write and submit ten sentences describing what the individuals are doing. Resource: <u>Patterns of American English,</u> Lorenz, Marian B. Oceana Publications, 1976, p. 24 Teacher prepared visuals	

SUBJECT: Advanced Beginner,
Intermediate and Advanced
Present Continuous Tense - Connected Statements

Skills	Content / Teaching Strategies	Evaluation
Students will be able to connect statements in both the affirmative and the negative.	Connected State-ments (and-too, and so/ and -either, and-neither with pres. continuous. tense.	Teacher will present the use of and-too and and-so in connecting affirmative statements. "Paulette is studying English." "Marie is studying English." "Paulette is studying English and Marie is, too." "Paulette is studying English and so is Marie." Students will practice the structures of both in orally and written forms. Resource: Patterns of American English, Lorenz Marian B. Oceana Publications, 1978, p. 26 Teacher prepared handouts. Teacher will present the use of and-either and and-neither in connecting negative statements. "Mr. Green isn't playing checkers now. Mrs. Green isn't playing checkers now." "Mr. Green isn't playing checkers now, and Mrs. Green isn't either." "Mr. Green isn't playing checkers now, and neither is Mrs. Green." Students will practice the structures in oral and written forms.	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.

106

107

SUBJECT: Advanced Beginner,
Intermediate and Advanced
Present Continuous Tense Connected Statements (cont.)
Passive Voice

Skills	Content / Teaching Strategies		Evaluation
		Resource: Patterns of American English. Lorenz, Marian B. Oceana Publications, 1976, pp. 26-27	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills.
	Present Continuous connecting affirmative and negative statements with but.	Students will connect affirmative and negative statements with but in both oral and written forms. "Mali is taking notes." "Suziko isn't taking notes." "Mali is taking notes, but Suziko isn't."	When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
Students will learn the passive voice of the present continuous.	Present Continuous (Passive Voice)	Teacher will explain the formation and uses of passive voice with the present continuous.	
	Vocabulary may be added or deleted at the teacher's discretion.	Students will rewrite active sentences into the passive voice. "Mrs. Brown is serving dinner now." "Dinner is being served now."	
	Regularly formed past participle. served delivered mowed weighed executed accompanied allowed discovered	Resource: Patterns of American English. Lorenz, Marian B. Oceana Publications, 1978, p. 28	

SUBJECT: Advanced beginner,
Intermediate and Advanced
Present Continuous
Passive Voice (cont.)

Skills	Content / Teaching Strategies	Evaluation
	dropped elected fixed forecasted introduced invented picked predicted published raised reported declared composed installed canceled developed investigated postponed operated Irregularly formed past participles cut done made written given hung talked told said forbidden	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.

SUBJECT: Advanced beginner,
Intermediate and Advanced
Simple Present
Form of Verbs

Skills	Content / Teaching Strategies		Evaluation
	seen paid fed held stolen built put		Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
Students will learn the simple present form of verbs and its uses.	3. Simple Present (present indicative) a. formation and usage.	a. Teacher will review the formation and uses of the present simple in both the affirmative and negative forms.	
Students will learn vocabulary to describe a typical convention.	Vocabulary may be added or deleted at the teacher's discretion. internal specialist lead (a life) medical convention seashore skiing now and then patient patience intern dictate conference	Students will read appropriate passages to augment comprehension of usage. Students will complete comprehension exercises for further practice. Resources: Patterns of American English. Lorenz, Marian B. Oceana Publications, 1978, pp. 30-33 E.S.L. Grammar Workbook I. Dart, Allan K, Prentice-Hall, 1978, pp. 45-54	

SUBJECT: Advanced Beginner,
Intermediate and Advanced
Simple Present Form of Verbs (cont.)
Adverbs of Frequency

Skills	Content / Teaching Strategies	Evaluation
	chart report(for) private professional (on, off) duty tie-up jam tip sightsee without fail borough	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
	b. Adverbs of frequency Students will be able to use vocabulary to describe frequency of actions.	b. Students will practice the use and placement of adverbs of frequency in the present simple. The practice will be in both oral and written exercises. "Do you ever go skiing?" "Yes, I (often, usually...) go skiing." "Yes, I (always...) do." "Do you ever go hunting?" "No, I (seldom, never...) go hunting." "No, I (rarely, almost never..)" Resources: Patterns of American English. Lorenz, Marian B. Oceana Publications, 1976, pp. 34-35	

SUBJECT: Advanced beginner,
Intermediate and Advanced
Present Simple Connected Statements

Skills		Content / Teaching Strategies	Evaluation
		E.S.L. Grammar Workbook I. Dart, Allan K. Prentice-Hall 1978, pp. 66-68	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills.
Students will be able to form connected statements in the affirmative and negative.	c. Present Simple with connected statements (and-too/and-so and-either/and neither). a lot (of) a great deal (of) many/a few much/a little Vocabulary may be added or deleted at the teacher's discretion. imagination events energy ambition self-confidence self-discipline literature initiative sense of humor charm field = area of study	c. Students will practice connecting affirmative and negative statements using the present simple. Special attention will be given to the use of the helping verb. "Jane has a great deal of free time." "Ling has a great deal of free time." "Jane has a great deal of free time, and Ling <u>does</u> too." "Jane has a great deal of free time, and so does Ling." "Than doesn't practice often." "Angelo doesn't practice often." "Than doesn't practice often, and Angelo doesn't either." "Than doesn't practice often, and neither does Angelo."	When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.

SUBJECT: Advanced beginner,
Intermediate and Advanced
Present Simple (cont.)

Skills	Content / Teaching Strategies		Evaluation
	d. Present Simple with: enough too few too little	Students will manipulate sentences with enough, too few, too little "Margarita doesn't have enough friends." "Margarita has too few friends." "Joe doesn't have enough time." "Joe has too little money."	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
Students will learn group of verbs that must be followed by an infinitive.	e. Present Simple followed by an infinitive.	e. Students will practice using verbs that must be followed by infinitives.	
	Verbs to be included (*=verbs that may be followed by either an infinitive of gerund.	Resource: Patterns of American English. Lorenz, Marian B. Oceana Publications, 1976, p. 41	
Students will learn a group of verbs that may be followed by either an infinitive or a gerund.	agree decide expect hope learn need promise want refuse *attempt *begin *continue *like *hate	"She wants to learn English." "She begins to speak", or "She begins speaking." Resources: E.S.L. Grammar Workbook I. Dart, Allan, K. Prentice-Hall, 1978, pp. 55-56 Patterns of American English. Lorenz, Marian B. Oceans Publications, 1976, pp. 42-43	

SUBJECT: Advanced Beginner,
Intermediate and Advanced
Present Simple (cont.)

Skills	Content / Teaching Strategies		Evaluation
	*plan *prefer *remember *start *try *intend	Student will read illustrative passage to reinforce skills. Student will answer comprehension questions and personalized questions following the reading passage.	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
Students will gain telephone skills.	Vocabulary may may be added or deleted at the teacher's discretion. lawyer scholarship roommate specialize (in) major practice law medicine corporate law graduate wall street	Students will pair off to practice and memorize dialogues which reinforce use of the verb followed by an infinitive. The dialogue will will also develop skills in making long distance phone calls.	
Students will learn a group of verbs that must be followed by a gerund.	f. Present simple verbs that must be followed by a gerund (verb + ing).	f. Student will read model passage to illustrate the structure. Students will answer questions about the model.	

SUBJECT: Advanced beginner,
Intermediate and Advanced
Present Simple (cont.)

Skills	Content / Teaching Strategies		Evaluation
Student will recognize the difference between "stop to eat" and "stop eating".	Verbs to be included. appreciate escape avoid enjoy finish resent keep (on) continue admit consider deny get through practice postphone recall regret risk suggest understand give up (not) mind put off	Students will answer personalized questions using verb and gerund structure. Resource: Patterns of American English. Lorenz, Marian B. Oceana Publications, 1976, p. 46	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
Students will absorb vocabulary to make American campaign jargon comprehensible.	g. Present simple verbs in the passive form.	g. Students will be instructed in the formation and use of the passive voice with the past simple. Students will read illustrative passage after teacher has pretaught any unknown vocabulary.	

122

123

SUBJECT: Advanced Beginner,
Intermediate and Advanced
Present Simple Passive Voice

Skills	Content / Teaching Strategies		Evaluation
	Vocabulary may be added or deleted at the teacher's discretion.		Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills.
Students will learn to form the passive voice of the present simple.	vice-presidential presidential election Democratic Party Republican Party candidate require major minor citizen nominate convention campaign strength weakness poll tabulate total at least participants	Students will practice passive voice while reviewing countries and national languages. "What language is spoken most in (Japan)?" "(Japanese) is spoken most often in Japan."	When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
		Students will practice the active and passive voice in written exercises.	

SUBJECT: Advanced beginner,
Intermediate and Advanced
Contrasting Present Simple and Present Continuous

Skills	Content / Teaching Strategies		Evaluation
		Resource: Patterns of American English. Lorenz, Marian B. Oceana Publications, 1976, pp. 47-48 Teacher-made handouts.	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
Students will be able to contrast present simple and present continuous.	4. Contrasting the present simple and present continous. Present Simple vs. Present Continuous (continued) Times Square Greenwich Village bartender cabaret make-up leave for nightclub curtain thief-thieves rob	4. Students will review differences between the two tenses both in oral and written practice. Students will be introduced to necessary tourist facts about the five boroughs of New York City with greatest emphasis on Manhatten. Students will read a short passage in the present simple after which the student will retell and rewrite the sentences in the present continuous after adding the correct time expressions. Students will answer comprehension questions which follow the passage.	

SUBJECT: Advanced beginner,
Intermediate and Advanced
Contrasting Present Simple and Present
Comparative Sentences

Skills	Content / Teaching Strategies		Evaluation
	steal-stole-stolen detective bum on duty off duty dressmaker butcher plumber poet poetess novelist playwright	"Jim works as a bartender in a nightclub in New York City." "What is Jim probably doing now?" "He is serving a customer." "He is mixing a cocktail." "He is pouring a glass of beer." [Teacher should try to elicit as much language as possible.] Students will further practice the new vocabulary for occupations with oral drills which require responses in both the present simple and the present continuous. Resources: Patterns of American English. Lorenz, Marian B. Oceana Publications, 1976, pp. 49-50 Teacher prepared handouts.	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
Students will be able to form comparative sentences.	5. Comparison of adverbs + adjectives using:	5. Students will be presented with the formation and use of comparison of adjectives and adverbs using:	

SUBJECT: Advanced beginner,
Intermediate and Advanced
Comparative Sentence (cont.)

Skills	Content / Teaching Strategies	Evaluation
	as $\frac{\text{adverb}}{\text{adjective}}$ as $\frac{\text{adjective}}{\text{adverb}}$ the same noun as Vocabulary may be added or deleted at the teacher's discretion. a date height weight shape get along air-conditioner effective(ly) to cool broom vacuum cleaner length width rectangular round square distance filter commercial advertise- ment	the same noun as a. Students will practice the structures using an illustrative dialogue. b. Students will practice the structures both in oral and written forms. "Does a fan cost as much as an air-conditioner?" "No, it doesn't." "Compare the cost of a fan and an air-conditioner." "A fan doesn't cost as much as an air-conditioner." "The blue pencil is 6 inches long, and so is the yellow one". "The blue pencil is the same length as the yellow one." "The blue pencil isn't the same length as the red one."	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.

SUBJECT: Advanced beginner,
Intermediate and Advanced
Contrasting Present Simple and
Present Continuous
Comparative Sentence (cont.)
Common Similes

Skills	Content / Teaching Strategies	Evaluation
	(populated) (large) "India isn't as (controlled) as China." "Life in the country (is(n't) the same as as life in the city." Resources: Patterns of American English. Lorenz, Marian B. Oceana Publications, 1976, pp. 52-54 E.S.L. Grammar Workbook I. Dart, Allan K. Prentice-Hall, 1978, pp. 183-185	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
Students will learn common similes.	c. Figures of speech (continued) 1. "Their child is as quiet as a mouse." 2. "My boss is always as busy as a bee/beaver." 3. "She is as clever as a fox."	c. Students will be given information clues to describe a person, place or thing. The students will reply with the appropriate figure of speech. "That child never makes a sound." "That child is as quiet as

SUBJECT: Advanced Beginner,
Intermediate and Advanced
Comparative Sentence
Figures of Speech

Skills	Content / Teaching Strategies	Evaluation
	4. "Her grandfather is as stubborn as a mule."	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills.
	5. "Their son is as good as gold."	When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
	6. "For some unknown reason, I feel as weak as a kitten."	
	7. "My! Your hands are as cold as ice."	
	8. "I'm in a wonderful mood today! I feel as free as a bird."	
	9. "What an appetite I have! I am as hungry as a wolf."	

SUBJECT: Advanced Beginner,
Intermediate and Advanced
Comparative Sentence (cont.)
Figures of Speech

Skills	Content / Teaching Strategies	Evaluation
	10. "His father's been sick; he's as thin as a rail."	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills.
	11. "Our son is strong as an ox."	When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
	12. "His voice is as clear as a bell."	
	13. "The fog last night was as thick as pea soup."	
	14. "Why are you blushing? Your face is as red as a beet."	
	15. "That joke is as old as the hills."	
	16. "Ling is as sweet as honey."	

SUBJECT: Advanced beginner,
Intermediate and Advanced
Comparative Sentence (cont.)
Figures of Speech
Sentences of Comparison

Skills	Content / Teaching Strategies	Evaluation
	17. "You have never looked more beautiful. You're as pretty as a picture."	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills.
	18. "The coat is very warm, but it's as light as a feather."	When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.

SUBJECT: Advanced Beginner,
Intermediate and Advanced
Sentences of Comparison (con't.)

Skills	Content / Teaching Strategies		Evaluation
Students will be able to form sentences of comparison using nouns.	d. Comparison with: the same, different from.	d. Students will practice the structures by making sentences in both oral and written forms from given word clues. a fee - a charge A fee is the same as a charge A dictionary - an encyclopedia A dictionary is different from an encyclopedia.	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
Students will be able to form sentences of comparison using "like".	e. Comparison with: like	e. Students will make comparisons in both oral and written form using "like" and supplied word clues. her car - truck "Her car is like a truck." their house - oven "Their house is like an oven." weather - spring "The weather is like spring." Resource: Developing Communicative Competence in English as A Second Language. Bruder, Mary N. University Center for International Studies: University of Pittsburgh, 1974, pp. 263-265	

SUBJECT: Advanced beginner,
Intermediate and Advanced
Sentences of Comparison (con't.)

Skills	Content / Teaching Strategies		Evaluation
Students will learn vocabulary to enable them to discuss an article which compares Presidents Washington and Lincoln.	6. Comparison using inflected adjectives: comparative superlative Vocabulary may be added or deleted at the teacher's discretion. rank(v.) lanky youth in ___ respects wealthy long cabin estate wartime commander-in-chief continental Revolutionary War Civil War bloody spirit stern wise position presidency lively by any means perhaps influential	6. Students will be taught the formative of inflected adjectives. a. Students will be pre-taught new vocabulary. b. Students will practice comparisons using inflected adjectives. c. Students will read appropriate passage to reinforce correct usage. d. Students will practice comhension questions in both written and oral forms. e. Teacher will ask students personalized questions about students' favorite cities, brothers and sisters and pictures actors and actresses. Resource: Patterns of American English. Lorenz, Marian B. Oceana Publications, 1976, pp. 55-57	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently develope, teacher made tests will be used to ascertain proficiency.

SUBJECT: Advanced Beginner,
Intermediate and Advanced
Sentences of Comparison (cont.)

Skills	Content / Teaching Strategies		Evaluation
	correspondent provincial editor copy(n.) newsworthy		Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
Students will learn irregular comparative forms. Students will learn to form comparisons of uninflected adjectives.	7. Comparisons using uninflected and irregular adjectives. (well) -good better-the best (badly) bad worse-the worst far-farther-the farthest more-the most less-the least	7. Students will be taught when adjectives may not be inflected and the correct formation of uninflected adjectives. Students will also be taught comparisons with irregular adjectives. a. Students will read illustrative passage to reinforce correct usage. b. Students will answer comprehension questions to further practice correct usage. c. Students will form sentences comparing people in pictures. "X is more <u>active</u> than Y" "Y is less <u>active</u> than X" d. Students will write a paragraph on each of the following topics: 1. A comparison of two children. 2. A comparison of three friends	

SUBJECT: Advanced Beginner,
Intermediate and Advanced
Sentences of Comparison (cont.)

Skills	Content / Teaching Strategies		Evaluation
		Resource: Teacher-prepared aids.	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
Students will learn vocabulary to enable comprehension of an article which illustrates the use of superlative forms.	8. One of the superlative forms of adjective and countable noun. *<u>one of the oldest cities.</u> Vocabulary may be added or deleted at the teacher's discretion. populous historic Independence Hall Betsy Ross House Carpenter's Hall commercial symphony impressive	8. Teacher will introduce this generally difficult structure for LEP students. a. Students will do some oral transformation exercises. using the new structure. "Peter is a nice person" "Peter is one of the nicest people." "Philadelphia is an old city." "Philadelphia is one of the oldest American cities." b. Students will read passage to reinforce new structure. c. Students will answer comprehension questions in both oral and written forms. d. Students will write 10 sentences about their favorite cities. Resource: <u>Patterns of American English</u>. Lorenz, Marian B. Oceana Publications, 1976, pp. 61-62	

SUBJECT: Advanced beginner,
Intermediate and Advanced
Sentences of Comparison (cont.)

Skills	Content / Teaching Strategies	Evaluation
Students will be able to use comparative and superlative forms to discuss the merits of three secretaries.	9. Comparison of adverbs Vocabulary may be added or deleted at the teacher's discretion. shorthand type typist attentively accurately hire soundly diligently secretary secretarial qualify exceptionally	9. Teacher will present new structure using both oral and written practice. a. Students will be presented with a situation in which three people's qualifications for a job are compared. The class will be divided into three groups. Each group will argue in favor of one of the applicants. The students will write as many sentences as possible, using the comparative of adverbs form, to argue in favor of one of the applicants. b. Students will answer personalized questions in both oral and written forms to reinforce usage.	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
Students will be able to use "too" versus "very". Students will be able to use "enough" with adjectives, adverbs, and nouns.	10. Too/Enough Vocabulary may be added or deleted at the teacher's discretion. tight (im)mature (in)experienced	10. Students will be introduced to: too + adjective + to + verb too short to reach Students will be introduced to: adjective or adverbs + enough + to + verb popular enough to win accurately enough to receive	

SUBJECT: Advanced Beginner,
Intermediate and Advanced
Sentences of Comparison (cont.)
Adjective Contrast

Skills	Content / Teaching Strategies		Evaluation
	decision responsible hard-working (in)accurately illness master(v.) steep	Resource: Teacher prepared handouts <u>Patterns of American English</u>. Lorenz, Marian B. Oceana Publications, 1976, pp. 63-65 a. Students will practice structures by reading an illustrative dialogue. b. Students will form new sentences by using either the "too" or "enough" forms. Students will practice in both oral and written forms. Resources: Teacher made handouts: <u>Patterns of American English</u>. Lorenz, Marian B. Oceana Publications, 1976, pp. 66-69	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
Students will be able to use adjectives which end with "-ed" or "-ing" correctly.	11. Adjective Contrast (-ed versus -ing) Vocabulay may be added or deleted at the teacher's discretion.	11. Students will be taught the difference in meaning and usage between the -ed and -ing adjec-adjectives. "bored" verses "boring" "confused" verses "confusing"	

SUBJECT: Advanced beginner,
Intermediate and Advanced
Adjective Contrast (cont.)
Future Tense

Skills	Content / Teaching Strategies	Evaluation
	amuse annoy amaze fascinate frighten shock encourage charm terrify bewilder irritate praise behavior audience spider magician detective idiom a. Students will practice the structures in both oral and written exercises. "Sports bore Mr. Smith." "Sports are (boring) (to) "Mr. Smith" [-ing = giving] "Mr. Smith is (bored) (by) sports." [-ed=receiving] Resources: Teacher-made handouts Patterns of American English Lorenz, Marian B. Oceana Publications, 1976, pp. 69-70	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
Students will be able to use the future formed with "be going to" + verb root.	12. Future Tense A. going to + verb root going to be going th have Vocabulary may be added or deleted at the teacher's discretion.	a. Students will review the be going to + verb root form. *I am going to be late b. Students will read illustrative dialogue to reinforce dialogue. Resources: Patterns of American English. Lorenz Marian B. Oceana Publications, 1976, p. 72	

SUBJECT: Advanced beginner,
Intermediate and Advanced
Future Tense (cont.)

Skills	Content / Teaching Strategies	Evaluation
Students will be able to communicate future travel plans.	rise debate ceremony semester sanatorium appropriate socialist surgeon alcohol quite a while according to braces project (N) bunch (of) dozen can (of) roll (of) jar (of) bottle (of) bag (of) head (of) pound (of) gallon (of) pint (of) quart of tube (of) case (of) carton (of) six-pack (of)	c. Students will practice the tense in both oral and written modes. Resource: E.S.L. Grammar Workbook I. Dart, Allan K. Prentice-Hall, 1978, pp. 92-96 Teacher-made handouts Collected brochures and AAA travel guides. d. Students will write a composition describing a trip that he/she is going to take the following summer. The student will have $2000 to spend for a three week vacation. Include description of how he/she will travel from place to place, where he/she will will stay, and what places of interest he/she will visit. e. Students will practice the tense form using grocery items and counters. Students will plan a class party.	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.

SUBJECT: Advanced beginner,
Intermediate and Advanced
Future Tense (cont.)
Present Tense

Skills		Content / Teaching Strategies	Evaluation
		"He's going to buy two bars of soap." "I'm going to bring three six-packs of coca-cola." Resource: Patterns of American English. Lorenz, Marian B. Oceana Publications, 1976, pp. 76-77	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
Students will be able to use present tense sentences with clauses with ease.	B. be going to+ + verb root with clauses: when, until, as. Vocabulary may be added or deleted at the teacher's discretion. dream (of) grow up professional Babe Ruth autograph (n.,v) (vet)erinarian veterinary	b. Students will learn to use the present tense in clauses beginning with when, until, and as soon as. Note: This structure poses great problems as it is different in other languages in which a future form would be used if the verb is conjugated at all. "As soon as she comes, we're going to leave." "They're going to eat dinner as soon as the baby goes to sleep." Students will practice the new structure using both oral and written exercises.	

SUBJECT: Advanced Beginner, Intermediate and Advanced
Present Tense (cont.)
Tag Questions

Skills		Content / Teaching Strategies	Evaluation
		The student will read a passage which displays the new structure. Students will write a paragraph describing plans for post-graduation. Resource: Patterns of American English. Lorenz, Marian B. Oceana Publications, 1976, pp. 77-78 Teacher prepared handouts.	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
Students will be able to proficiently use tag questions.	C. tag questions with "going to"	c. Students will learn how to form tag questions. (+) (-) "He's going, isn't he? (+) (+) "He isn't staying, is he?> Note: I am getting an A, aren't I? 1. Student will practice the use of tag questions in both oral and written forms. 2. Students will read an illustrative dialogue to reinforce usage.	

SUBJECT: Advanced Beginner,
Intermediate and Advanced
Tag Questions (cont.)
Present & Future Tenses

Skills	Content / Teaching Strategies		Evaluation
		3. Students will write a list of 5 items to be taken to school or on a trip. Instructor will ask a student to guess what another is taking on a trip. Resource: Patterns of American English. Lorenz, Marian B. Oceana Publications, 1976, pp. 79-81	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
Students will demonstrate knowledge between use of present and future.	D. Contrast between present tenses and going to + verb root.	d. Students will review the differences between the simple present tenses and be going to + verb root in both oral and written practice. 1. Students will read passage to clarify differences. 2. Students will answer comprehension questions.	
Students will demonstrate knowledge between use of present and future.	E. Simple future tense will and clauses with before, after or afterwards,	e. Students will review the formation of statements and questions using will and will not (won't) in both oral and written forms.	

SUBJECT: Advanced beginner,
Intermediate and Advanced
Simple Future

Skills	Content / Teaching Strategies		Evaluation
Students will be able to correctly form connected statements.	F. Simple future and be going to + verb root in connected statements (and-too/ and so) (and-either/and neither)	f. Students will practice connecting statements in both oral and written exercises. "John will graduate in June." "Bill will graduate in June." "John will graduate in June, and so will Bill." "John will graduate in June, and Bill will, too." Resource: Patterns of American English. Lorenz, Marian B. Oceana Publications, 1976, pp. 82-83. "Jane won't quit her job until August." "Mary won't quit her job until August." "Jane won't quit her job until August, and neither will Mary." "Jane won't quit her job until August, and Mary won't either." Resource: Picture It! Regents Publishing Co., 1981, pp. 122-131	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.

SUBJECT: Advanced beginner,
Intermediate and Advanced
Simple Future (cont.)

Skills	Content / Teaching Strategies		Evaluation
Students will learn to use the future tense of certain verbs.	G. Simple future after clauses beginning with <u>hope, think, know, believe</u>. Vocabulary may be added or deleted at the teacher's discretion. tour attorney mayor liberal minority majority opponent widespread campaign launch supporter as well as	g. Teacher will explain the use of future after such clauses. 1. Students will read passage to reinforce understanding. 2. Students will answer comprehension questions. 3. Students will write a paragraph telling who they would like to become the next president or either native country on the U.S.A.	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
Students will be able to communicate conditional future ideas.	H. Future conditional (if-unless) Vocabulary may be added or deleted at the	h. Teacher will explain the use of future and the present tense in conditional sentences. 1. Students will read an illustrative passage to reinforce correct usage.	

SUBJECT: Advanced Beginner, Intermediate and Advanced
Future Tense (cont.)

Skills	Content / Teaching Strategies		Evaluation
	. teacher's discretion. defeat opponent provide housing constituents poverty succeeds (in) + gerund term (of office)	2. Students will answer comprehension questions following the passage. 3. Students will manipulate sentences with if-clauses to those with unless-clauses.	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficently developed, teacher made tests will be used to ascertain proficiency.
Students will be able to form the passive voice of the future tense.	I. Future tenses in the passive voice.	i. Students will be taught how to form the passive voice using future tenses. 1. Students will practice using both oral and written exercises.	
	J. Present continuous verbs with future meaning.	j. Students will read several passages which demonstrate the use of present tense with a future meaning. Resources: Patterns of American English, Lorenz, Marian B. Oceana Publications, 1976, pp. 85-87 E.S.L. Grammar Workbook I. Dart, Allan K. Prentice-Hall, 1978, pp. 123-124	
Students will learn the formation and use of the future continuous tense.	K. Future Continuous Tense	k. Teacher will present the formation of the future continuous tense.	

SUBJECT: Advanced Beginner,
Intermediate and Advanced
Future Tense (cont.)
Past Simple Tense

Skills	Content / Teaching Strategies		Evaluation
		1. Students will read demonstrative paragraph. 2. Students will answer comprehension and personalized questions to reinforce correct usage.	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills.
Students will learn regular formation of the past simple.	13. Past Simple (regular formation) The following vocabulary may be added to or deleted at the teacher's discretion. bulletin look through fill out application (form) intensive registration (card) register level expressway service station hotel bell hop check into	13. Students will review the formation of regular past simple in statements and questions. A. Students will read illustrative passage to clarify usage. B. Students will practice using the form in both oral and written exercises. (1) Special attention will be given to the three possible pronunciations -d/-ed /t/ /id/ /d/ Resource: Patterns of American English. Lorenz, Marian B. Oceana Publications, 1976, pp. 90-91 C. Students will answer personalized questions in both oral and written exercises. D. Students will use past simple to tell about a sequential picture story.	When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.

SUBJECT: Advanced Beginner, Intermediate and Advanced
Past Simple (cont.)

Skills		Content / Teaching Strategies		Evaluation
		bathing suit towel suntan lotion stretch out frisbee soft drink fold up	Resource: Picture It! Regents Publishing Co., 1981, pp. 62-71	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills.
Students will successfully absorb the regular tense verbs.	14. Past Simple (irregular formation)	14. Students will be introduced to all commonly used irregular past tense verbs. A. Students will use sequential picture stories to practice use of regular and irregular past simple verb. Resource: Picture It. Regents Publishing Co., 1981, pp. 74-95 B. Students will practice the past simple using: for + duration of time from (time) + to (time) C. Students will answer personalized questions.		When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
Students will learn vocabulary to comprehend story relating "The Courtship of Miles Standish."	Vocabulary may be added or deleted at the teacher's discretion. set out Plymouth, England Pilgrim land (v)	D. Students will read a passage which tells the story of Miles Standish and Priscilla Mullens. The story makes fine instructional material for the teaching of the past simple.		

SUBJECT: Advanced Beginner, Intermediate and Advanced Past Simple (cont.)

Skills	Content / Teaching Strategies		Evaluation
	colony Henry Wadsworth Longfellow courtship maiden request plead cause (n) agree loyal errand courage reject rejection voyage	F. Students will answer comprehension questions in both oral and written exercises. G. Students will read an illustrative passage telling about the Pony Express. H. Students will answer comprehension and personalized questions. I. Students will use many exercises in which they must change verb roots to past simple forms. Resources: Patterns of American English. Lorenz, Marian B. Oceana Publications, 1976, pp. 93-97 Teacher-made handouts.	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
Students will learn to connect past tense sentences in the affirmative and negative.	15. Past Simple with connected statements (and-so/and too and-neither/ and either)	15. Teacher will present the method to connect past simple sentences. A. Students will practice connecting statements in both oral and written exercises.	
	16. Past Simple Direct (D.O.)-Indirect (I.O.) objects (to and for)	16. Students will be introduced to formation of sentences using direct and indirect sentences. A. Students will read passages which demonstrate usages.	

SUBJECT: Advanced Beginner, Intermediate and Advanced
Past Simple (cont.)
Passive Voice

Skills	Content / Teaching Strategies		Evaluation
	subject + verb + D.O. + to + I.O. subject + verb + D./O. + for + I.O. subject + verb + I.O. + D.O	B. Students will practice the structure in both oral and written exercises.	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills.
Students will be able to use idiomatic expressions which include "mode" or "do".	17. Past Simple: Emphasis on contrast make and do.	17. Students will be given the usual uses of make and do. A. Students will read passages which illustrate the usages well. B. Students will answer comprehension and personalized questions in both oral and written exercises. Resource: Patterns of American English. Lorenz, Marian B. Oceana Publications, 1976, pp. 98-103 Teacher-made handouts	When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
Students will be able to use the passive voice of the past simple.	18. Passive Voice and the past simple	18. Students will learn how to form the past simple in the passive voice. A. Students will practice the past simple passive voice in oral and written exercises. He designed the White House. *The White House was designed (by him).	

SUBJECT: Advanced Beginner, Intermediate and Advanced Constrasting Present Passive Voices (cont.)

Skills	Content / Teaching Strategies		Evaluation
Students will learn vocabulary to comprehend passive voice story on the history of the U.S. capitol.	Vocabulary may be added or deleted at the teacher's discretion. Constitution capital serve as permanent federal reside residence in the meantime construct construction site originate original according to design cornerstone First Lady executive mansion prophecy troop(s) War of 1812 violent thunderstorm destroy destruction restore restoration blacken	B. Teacher will pre-teach unknown vocabulary. C. Students will practice vocabulary and new structure. D. Students will answer the comprehension questions orally and in writing. E. Students will answer personalized questions orally and in writing.	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.

SUBJECT: Advanced Beginner,
Intermediate and Advanced
Past Customary Actions

Skills	Content / Teaching Strategies		Evaluation
	engrave stationary in particular emphasize formulate		Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
Students will be able to form and use used to and didn't used to.	19. Used to -Didn't used to (past customary action) Vocabulary may be added or deleted at the teacher's discretion. Greenwich Village any more trumphet stock broker Wall Street outgoing talkative conscientious carefree	19. Teacher will explain formation and usage of used to and didn't used to. A. Students will be pretaught any new vocabulary. B. Students will read passage to reinforce correct usage of the new structure. C. Students will answer comprehension questions about the model passage both orally and in writing. D. Students will write 5 sentences describing what they used to do and 5 sentences telling about they didn't used to do.	

SUBJECT: Advanced Beginner,
Intermediate and Advanced
Past Customary Actions (cont.)
Separable Two-word Verbs

Skills		Content / Teaching Strategies		Evaluation
			Note: Pronunciation difficulties interfere with correct spelling in the negative form. "He used to go there." "He didn't used to go there." Resource: Patterns of American English. Lorenz, Marian B, Oceana Publications, 1976, 111.	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
Students will learn a group of two word verbs that may be separated by nouns.	20. Separable two-word verbs Vocabulary may be added or deleted at the teacher's discretion. pick up put down put on take off turn on hang up take down turn on turn off	20.	Students will learn verbs that may be separated by a noun; students will learn that when using a pronoun the two-word verb must be separated. "Pick up the book." or 2 forms "Pick the book up." "Pick it up." 1 form A. Students will practice the two-word verbs using the present continuous, present simple, future tense, and past simple. Both oral and written exercises will be used.	

SUBJECT: Advanced Beginner,
Intermediate and Advanced
Separable Two-word Verbs (cont.)
Inseparable Two-word Verbs (cont.)

Skills	Content / Teaching Strategies		Evaluation
	make up look up call up cross out fill out talk over think over turn down call back check over do over figure out	B. Students will answer personalized questions in oral and written exercises. C. Student may practice using substitution drills to provide for a maximum of "student talk" and a minimum of "teacher talk". Teacher: "Look upwards." Student: "Look words up." "Look them up."	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made test will be used to ascertain proficiency.
	put away take back let down	Teacher-prepared handouts (Pattern of American English) Lorenz, Marian B. Oceana Publications, 1976, pp. 45, 85-86, 104.	
		English Sentence Structure. Kahn, Robert, University of Michigan Press, 1971, pp. 121-124	
Students will learn a list of two-word verbs that may not be separated by nouns or pronouns.	21. Inseparable two-word verbs pay for wait on look at	21. Teacher will teach that some two-word verbs cannot be separated. "Pay for the dress." "Pay for it."	

SUBJECT: Advanced Beginner,
Intermediate and Advanced
Verbs Followed by a Noun/Pronoun

Skills	Content / Teaching Strategies		Evaluation
	talk to listen to look for ask for wait for think of look out for	A. Students will practice using both oral and written exercises. B. Students will read a passage which illustrates the use of many separable and inseparable two-word verbs. verbs. C. Students will answer comprehension questions about the model in both oral and written form.	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills, are sufficiently developed, teacher made tests will be used to ascertain proficiency.
Students will learn a list of verbs that must be followed by a pronoun and are often followed by a verb.	22. Verb + (pro) noun + infinitive	22. Teacher will present verbs that must be followed by a (pro) noun and are often followed by an infinitive. I hired $\frac{\text{her}}{\text{Mary}}$ to babysit.	
	Vocabulary made added or deleted at the teacher's discretion. hire take care of teach instruct warm tell urge	A. Students will write sentences following the form of the new structure. B. Students will read an illustrative passage to reinforce correct usage. C. Students will answer comprehension questions about the model passage both orally and in writing.	

SUBJECT: Advanced Beginner,
Intermediate and Advanced
Direct and Indirect Speech
Verbs Followed by a Noun/Pronoun (cont.)
Modal Verbs

Skills	Content / Teaching Strategies		Evaluation
	persuade advise allow permit encourage order remind stranger fire department stay up help oneself in case of	D. Students will be given personalized questions using the new structure. Resource: Patterns of American English Lorenz, Marian B. Oceana Publications, 1976, p. 105	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
Students will be able to change sentences to direct speech, indirect, and vice versa.	23. Direct and Indirect Speech	23. Teacher will explain the difference between direct and indirect speech. A. Students will be taught to correctly punctuate both direct and indirect speech. B. Students will rewrite sentences by changing them from direct to indirect speech. Resource: Patterns of American English Lorenz, Marian, Oceana Publications, 1976, p. 107.	

SUBJECT: Advanced Beginner, Intermediate and Advanced Modal Verbs (cont.)

Skills	Content / Teaching Strategies		Evaluation
Students will learn the meanings and use of Modal Verbs.	24. Modal Verbs can could may should ought to had better would rather have to/had to must mustn't have got to might	24. Students will be given a step by step introduction into the meaning and structural usage of modal verbs. A. Teacher will define and teach the use of can, cannot, and can't. (1) Students will read a modal passage and answer comprehensive questions. (2) Students will respond to personalized questions using can-. "Can you ski?" "How can a person become a doctor?"	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
Students will learn vocabulary to comprehend an account of "My Fair Lady".	Vocabulary may be added or deleted at the teacher's discretion. devote studies manage to transfer participate in adapt musical	B. Teacher will define and teach the use of could and couldn't. (1) Students will read an illustrative passage describing "My Fair Lady" and Eliza Doolittle. C. Teacher will define an teach the use of may.	

SUBJECT: Advanced Beginner,
Intermediate and Advanced
Modal Verbs (cont.)

Skills	Content / Teaching Strategies	Evaluation
	linguistics make a bet aristocrat countess	(1) Students will play the game"Ghost" by using: May I have a(n) "A"? Resources: Patterns of American English Lorenz, Marian B. Oceana Publications, 1976, pp. 113-115 D. Teacher will define and teach the use of should, ought, had better. (1) Students will read modal passage to reinforce the new structure. (2) Students will answer comprehension questions both orally and in writing. (3) Students will be asked to react to situations using modal verbs of advisability. "Mary has a headache." "Mary {should} take {ought to} {had better} a nap."	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.

SUBJECT: Advanced Beginner, Intermediate and Advanced Modal Verbs (cont.)

Skills	Content / Teaching Strategies	Evaluation
	"Mary <u>should</u> take an aspirin." "Mary <u>shouldn't</u> do strenuous exercises now." E. Teacher will define and explain the use of <u>would rather</u>. (1) Students will respond to personalized questions in oral and written exercises.	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
Students will learn to use past form "had to". Students will be able to form conclusions using "must."	Vocabulary may be added or deleted at the teacher's discretion. strain vacuum cleaner in many respects placement test tuition visa	F. Teacher will define and explain the use of <u>have to</u> and <u>had to</u>. (1) Teacher will define and explain the use of <u>have to</u> and <u>had to</u>. (2) Students will read a modal passage which illustrates the structures. (3) Students will answer comprehension questions about the modal both orally and in writing. G. Teacher will define and explain the use of <u>must</u> and <u>mustn't</u>. (1) Students will read the model passage and answer the comprehension questions which follow.

SUBJECT: Advanced beginner,
Intermediate and Advanced
Modal Verbs (cont.)

Skills	Content / Teaching Strategies	Evaluation
	(2) Students will respond to situations using <u>must</u> or <u>mustn't</u>. "What must(n't) a person do if he wishes to get good grades?" "He must study hard." "He must listen attentively in class." "He mustn't procrastinate."	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
	Note: Special attention must be given to the difference between <u>mustn't</u> and <u>do(es)n't have to.</u>	
	H. <u>Have got to</u> will be introduced to the students. (1) Students will respond to personalized questions in oral and written exercises.	
	I. May-Might will be defined and their usage explained. (1) Students will react to situations using <u>may</u> or <u>might</u>. "Alice refuses to eat ice cream." "Alice may be on a diet." "Alice may not like ice cream."	
Students will be able to use passive forms of modal verbs.	J. Students will learn the passive voice forms of the modal verbs.	

SUBJECT: Advanced beginner,
Intermediate and Advanced
Modal Verbs (cont.)
Past Continuous

Skills	Content / Teaching Strategies	Evaluation
	Resources: Patterns of American English. Lorenz, Marian B. Oceana Publications, 1976, pp. 116-119. Teacher-made handouts.	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
	Vocabulary may be added or deleted at the teacher's discretion. assistant professor research scholarly article promote promotion rank obligation competence evaluate in short abolish	Students will change active sentences to passive ones in both oral and written drills. Students will read an illustrative passage to reinforce understanding of the structure. The class will be divided into two teams after having chosen a topic for debate. One team will argue positively and the other argues negatively. Each team will be given time to form its arguments. Students will practice all modals in both oral classroom practice and written exercises.
	Resources: Patterns of American English. Lorenz, Marian B. Oceana Publications, p. 1976, 124-125.	

SUBJECT: Advanced Beginner,
Intermediate and Advanced
Past Continuous (con't.)

Skills	Content / Teaching Strategies		Evaluation
		Developing Communicative Competence in English as a Second Language. Bruder, Mary N. University Center for International Studies. University of Pittsburgh, 1974, pp. 157-161. E.S.L. Grammar Workbook I. Dart, Allan K. Prentice-Hall, 1978, pp. 163-174	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
Students will be able to use past continuous.	25. Past Continuous	25. Students will be taught the formation and usage of the past continuous. was(n't) gerund were(n't) Instructor will ask two students the same question. A third student will make a statement on the answers of the other students. "What were you doing at 7:00 a.m. yesterday." Student A: "I was (sleeping) What were you doing at 7:00 am yesterday?" Student B: I was (eating breakfast)." Tell about Students A & B.	

SUBJECT: Advanced Beginner,
Intermediate and Advanced
Tag Questions and Past Continuous (cont.)

Skills	Content / Teaching Strategies	Evaluation
	Student C: "While Student A was sleeping, Student B was eating breakfast."	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills.
Tag questions & past continuous	Students will practice tag questions orally from teacher initiated clues.	When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
	Students will read several passages to reinforce the time. frame indicated by the past continuous.	
Past Continuous verses past simple (clauses with: <u>while</u>, <u>as</u>, <u>when</u>).	Teacher will teach the difference between the past continuous and past simple.	
	Students will review any new vocabulary for illustrative passages and then proceed with the reading models.	
Vocabulary may be added or deleted at the teacher's discretion.	Students will answer comprehension questions in both oral and written forms.	
	Teacher will ask student pairs of questions to further demonstrate and practice the difference between past simple and past continuous.	
rear view mirror horror frantic(ally) signal(n,v) pull over license	"Did you have breakfast?" "Yes, I did." "What else did you do while you were eating breakfast.?	

SUBJECT: Advanced Beginner,
Intermediate and Advanced
Tag Questions and Past Continuous (cont.)
Present Perfect Continuous

Skills		Content / Teaching Strategies		Evaluation
		officer interrupt registration card on time in time plead warn warning slip(n) chat skip	"While I was eating breakfast, I read the morning newspaper." "I didn't do anything else while I was eating breakfast." Students will practice exercises in which they must change verb roots to the correct tense. Resource: Patterns of American English. Lorenz, Marian B, Oceana Publications, 1976, pp. 129-133	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
Students will be able to use the present perfect continuous tense.	26.	Present Perfect Continuous with: for (quantity of time) since (from a point in past time) Vocabulary may be added or deleted at the teacher's discretion. graduate (adj.) Ph.D. international relations theory	26. Students will learn the formation and use of the present perfect continuous. Students will be pre-taught any unknown vocabulary for model passages and then read through to reinforce tense use. Students will answer comprehension questions orally and in writing. Students will practice the use of for and since with the present perfect continuous. "Mr. and Mrs. Garcia began studying English two years	

SUBJECT: Advanced Beginner,
Intermediate and Advanced
Present Perfect Continuous (cont.)
Result Clauses

Skills	Content / Teaching Strategies		Evaluation
	diplomat diplomatic specialize region severe knit preliminary interfere turn down tempt lately recently extensive United States reside Independence Day	ago, and they're still studying it." "How long have they been studying English?" "They've been studying English <u>for</u> two years." "They've been studying English <u>since</u> 1986."	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
		Resources: <u>Patterns of American English</u>. Lorenz, Marian B, Oceana Publications, 1976, pp. 134-137 <u>Developing Communicative Competence in English as a Second Language</u>, Bruder, Mary N. University Center for International Studies: University of of Pittsburgh, 1974, pp. 297-298. <u>E.S.L. Grammar Workbook II</u>. Dart, Allan K. Prentice Hall, 1978, pp. 31-34.	
Students will be able to form sentences showing cause and results.	27. Result clauses [so/such]	27. Teacher will explain the difference between <u>so</u> and <u>such</u> in English. so + adjective or adverb + that	

SUBJECT: Advanced beginner,
Intermediate and Advanced
Result Clauses (cont.)

Skills	Content / Teaching Strategies	Evaluation
	such + a(n) + adjective + singular + that noun such + adjective + plural noun + that such + adjective + uncountable + that noun *Students will read model passages which strengthen the understanding of correct usage.	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.

Resources:
Patterns of American English.
Lorenz, Marian B. Oceana Publications, 1976, pp. 138-141.

Students will describe shopping at a favorite store, using sentences like the following:

"The furniture in (name of was so beautiful that I spent hours there."

"The clothes in (name of store) are so reasonably priced that I bought a new outfit."

Students will react to teacher-presented situations.

SUBJECT: Advanced Beginner,
Intermediate and Advanced
Result Clauses (cont.)
Noun Clauses

Skills	Content / Teaching Strategies	Evaluation
	"It was very cold in the room. Tim couldn't get to sleep." "It was so cold in the room that Tim couldn't get to sleep." "The meat was too tough. He couldn't cut it." "It was such tough meat that he couldn't cut it." Students will write a composition about their hometown or Cincinnati, including at least 5 sentences with the following pattern. "(New York) is so (large) that many people are hesitant and afraid to live there." "(New York) has such (elegant stores) that (people enjoy shopping there.)" Students may describe a room, a restaurant a famous person etc. using these structures. Resource: Teacher-made handouts.	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.

SUBJECT: Advanced Beginner, Intermediate and Advanced
Noun Clauses (cont.)

Skills	Content / Teaching Strategies		Evaluation
Students will be able to form sentences with embedded question words.	28. Noun clauses in the object position.	28. Noun clauses derived from yes/no and information questions will be taught. -As the order of the words is extremely difficult for LEP students to use correctly, a great deal of oral practice should be used. Some of the following examples may be adopted: "Teacher to Student A: "Do you know where (Ming) is from?" Student A: "(He)'s from (Vietnam)" Teacher to Student C: What did I just ask student A?" Student C: "You just asked (him/her) where (Ming) was from." Teacher to Student D: "What did Student A just tell us?" Student D: "(He/She) just told us where (Ming) was from."	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.

SUBJECT: Advanced Beginner,
Intermediate and Advanced
Noun Clauses(cont.)
Clauses of Unexpected Result

Skills	Content / Teaching Strategies	Evaluation
	*Instructor gets one student to ask a second student a question about a third student. The question should refer to content previously studied. Teacher to Student A: "Does (Jeanna) remember when the Pilgrims landed in Plymouth, Massachusetts?" Student A: "I don't know. I'll ask (her). Do you remember when the Pilgrims landed in Plymouth, Massachusetts?" (Jeanna): "Yes, I do. They landed there in 1620" or "No, I don't remember when they landed." Ask many "Do you know..." questions. "Do you know where Cairo is located?" "Do you know who painted The Last Supper"?" Have students change direct questions to questions beginning with "Can you remember..". "How many people are there on a soccer team?"	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.

SUBJECT: Advanced Beginner,
Intermediate and Advanced
Clause of Unexpected Results (cont.)

Skills		Content / Teaching Strategies	Evaluation
		Student A: "Can you remember how many people are there on a soccer team?" Student B: Free answer	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills.
		Resources: Patterns of American English, Lorenz, Marian B. Oceana Publications, 1976, pp.141-143. E.S.L. Grammar Workbook II. Dart, Allan B. Prentice-Hall, 1978, pp. 160-165	When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
Students will be able to write sentences showing unexpected result.	29. Clause of Unexpected Result: in spite of the fact that despite the fact that although even though Vocabulary may be added or deleted at the teacher's discretion. pass (a law) prohibition beverage import export	29. Teacher will demonstrate the formation of sentences using: in spite of that although even though -Teacher will pre-teach any unknown vocabulary necessary for reading model passages. -Students will gain greater understanding by reading model paragraphs and answering comprehension questions both orally and in writing.	

214

215

SUBJECT: Advanced Beginner,
Intermediate and Advanced
Clauses of Unexpected Result (cont.)
Present Unreal Conditional

Skills	Content / Teaching Strategies	Evaluation
	basement gin speakeasy bar smuggle rum-rummer enforce off-share leisure handicapped	-Students will respond to situations provided by combining sentences and using the clauses "Mary had a bad cold. She went to work yesterday." "In spite of the fact that Mary had a bad cold, she went to work yesterday." Students will make up sentences about themselves family members, friends and famous people. Each sentence will contain a clause with although, even though, in spite of the fact that or despite the fact that. Students will write a paragraph about a person, place or event. The clauses will be used in several of the sentences.	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently devloped, teacher made tests will be used to ascertain proficiency.

Resources:
Patterns of American English.
Lorenz, Marian B. Oceana Publications, 1976, pp. 144-145

216

217

SUBJECT: Advanced Beginner,
Intermediate and Advanced
Present Unreal Conditional (cont.)

Skills		Content / Teaching Strategies		Evaluation
			E.S.L. Grammar Workbook II. Dart, Allan K. Prentice-Hall, 1978, pp. 118-120 Teacher made handout.	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills.
Students will be able to form and use the present unreal conditional.	30.	Present Unreal Conditional with <u>be</u> and other verbs. Vocabulary may be added or deleted at the teacher's discretion. cowboy ranch stallion horseback riding sailor high seas seasick laboratory experiment(n.v.) curse (n.v.) disease giant (adj.) composer typical acquainted in detail World Series impression	30. Teacher will explain the construction of the present unreal conditional with <u>be</u> used with other verbs. Students will be pre-taught any unknown vocabulary before reading and analyzing model passages. Students will answer comprehension questions about passages orally and in writing. Teacher will ask hypothetical personalized questions to elicit speech and promote greater fluency. "What would you do if your landlord or landland raised your rent?" "What would you be doing if you were at home?" Teacher will make true statements in the affirmative about members of the class. Students will the construct conditional statements from the information.	When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.

SUBJECT: Advanced Beginner, Intermediate and Advanced
Noun Clauses Following Wish
Purpose Clauses

Skills	Content / Teaching Strategies		Evaluation
	make sense fuse (n.) inherit	"Student A studies hard." "If Student A didn't study hard, he/she would not know as much English."	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills.
		Resources: Patterns of American English. Lorenz, Marian, B. Oceans Publications, 1976, pp. 146-148. Developing Communicative Competence in English as a Second Language. Bruder, Mary N. University Center for International Studies: University of Pittsburgh, 1974, pp. 157-161. E.S.L. Grammar Workbook II. Dart, Allan K. Prentice-Hall. 1978, pp. 129-134.	When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
Students will be able to form sentences of "wish."	31. Noun Clauses following wish in the present.	31. Teacher will explain the verb pattern that follows wish in the present. -Teacher may ask personalized questions. "What country do you wish you could visit?" "What famous person do you wish you know?"	

SUBJECT: Advanced Beginner,
Intermediate and Advanced
Purpose Clauses (cont.)
Clauses of Demand and Necessity

Skills	Content / Teaching Strategies		Evaluation
Students will be able to correctly contrast "wish" and "hope" sentence.	32. Contrast between clauses after wish and clauses after hope.	32. Teacher will explain the difference in formation and meaning between clauses after wish and clauses after hope. Teacher will provide situations which demand the use of wish, if and hope.	Students in this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
Students will be able to write sentences with clauses of purpose.	33. Purpose clauses so that + clause because	33. Teacher will explain how to form purpose clauses with so that and because. Students will note usage by reading an illustrative passage. Students will answer comprehension questions both orally and in writing. Teacher will ask students questions to which they will respond using so that + clause. "Why do people get regular exercise?" "People get regular exercise so that (they can be healthy)."	

Resources:
Patterns of American English.
Lorenz, Marian B. Oceana Publications, 1976, pp. 149-151

SUBJECT: Advanced Beginner,
Intermediate and Advanced
Clauses of Demand and Necessity

Skills	Content / Teaching Strategies		Evaluation
		E.S.L Grammar Workbook II. Dart, Allan K. Prentice-Hall, 1978, pp. 169, 109-110	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills.
Students will be able to form clauses of demand and necessity.	34. Clauses of Demand and Necessity Vocabulary may be added or deleted at the teacher's discretion. drastic suburb run-down irritable tension insist recommend suggest demand propose It is advisable important + that essential necessary imperative mandatory urgent vital best	34. Teacher will present the formation of clauses of demand and necessity. Subject + {suggest} {demand } + that + subject + verb root {insist } {recommend} {propose } It is {urgent } {advisable} + that + subject + verb root {important} {essential} {necessary} {imperative} {mandatory} {vital } {best } {desirable}	When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.

SUBJECT: Advanced Beginner,
Intermediate and Advanced
Adjective Clauses, Restrictives and Non-Restrictive
Present Perfect Tense

Skills	Content / Teaching Strategies	Evaluation
	Students will be pre-taught any unknown vocabulary. Students will read passages to observe usage. Teacher will ask students personalized questions. "What do you insist that that your brother/sister (not) do?" Students will write a letter to the mayor, making suggestions for improvements. Resources: Patterns of American English. Lorenz, Marian B. Oceana Publications, 1976, pp. 152-154 E.S.L. Grammar Workbook II. Dart, Allan K. Prentice-Hall, 1978, pp. 178-180	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
Students will be able to form sentences with both restrictive and non-restrictive clauses.	35. Adjective Clauses (Restrictive verses Non-Restrictive) who which whom	35. Students will be taught to form sentences using non-restrictive adjective clauses. "John, who is a farmer, lives in Iowa. "Kansas, which is in the

SUBJECT: Advanced Beginner,
Intermediate and Advanced
Present Perfect Tense (cont.)

Skills		Content / Teaching Strategies	Evaluation
	whose where	Middle West, is in the geographic center of the continental United States." "John's wife Sarah, whom John calls Sadie, is thirty-six years old." Resource: Patterns of American English. Lorenz, Marian B. Oceana Publications, 1976, pp. 154-155 E.S.L. Grammar Workbook II. Dart, Allan K. Prentice-Hall 1978, pp. 197-213	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
Students will be able to form and use present tense.	36. Present Perfect (regular and irregular) Vocabulary may be added or deleted at the teacher's discretion. Academy of Motion Picture Arts and Sciences honor (v.)	36. Teacher will present the formation and uses of the regular present perfect. Students will practice formation by oral transformation drills. Teacher will pre-teach unknown vocabulary to prepare students for model passages.	

SUBJECT: Advanced Beginner,
Intermediate and Advanced
Present Perfect Tense (con't.)

Skills	Content / Teaching Strategies	Evaluation
	award (v.) Oscar ballot nominee at length taste (n) objective commercial (adj.) popularity influence overlook perspective value rally (n) coveted distinguished (un) realistic	After reading illustrative passages, students will respond to comprehension questions orally and in writing. Students will practice the present perfect while reviewing <u>for</u> and <u>since</u>. "How long have you lived in this city?" "I've <u>lived</u> here for two years." "I've <u>lived</u> here since 1984." Students will practice present perfect with <u>lately</u> and <u>recently</u>. Students will practice present perfect with <u>already</u>, <u>still</u>, <u>yet</u>. Resources: <u>Patterns of American English</u>. Lorenz, Marian B. Oceana Publications, 1976, pp. 156-161. <u>E.S.L. Grammar Workbook II</u>. Allan, K. Prentice-Hall, 1978, pp. 5-31.	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.

SUBJECT: Advanced Beginner,
Intermediate and Advanced
Present Perfect Tense (cont.)
Contrast with Past Simple

Skills	Content / Teaching Strategies		Evaluation
		Developing Communicative Competence in English as a Second Language. Bruder, Mary. University for International Studies: U. of Pittsburgh, 1974, pp. 292-296	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills.
	37. Present Perfect (Passive Voice)	37. Teacher will present the formation of the passive voice of the present perfect.	When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
	Vocabulary may be added or deleted at the teacher's discretion.	-Teacher will preteach all unknown vocabulary to prepare for reading of model passage.	
Students will learn vocabulary to comprehend a story which uses the present perfect tense in the passive voice.	occasion in addition set the table decorate pumpkin feast (n.v.) Pilgrim consist (of) turkey cranberry sweet potatoes yam cranberry sauce carve platter eager throughout	-Following the reading of model passages, students will answer comprehension questions orally and in writing. -Students will write a paragraph describing changes that have taken place in their native city in the decade or century. -Students will practice changing sentences from active to passive.	

SUBJECT: Advanced Beginner,
Intermediate and Advanced
Past Unreal Conditional

Skills	Content / Teaching Strategies		Evaluation
	Jew Christian Muslim Buddhist Hindu Koran Islam(ic) Karma Yoga Veda Shinto worship resurrection prophet revelation doctrine spiritual	-Students will read sentences and determine if an active or passive form of the verb is needed. "The food (prepare)." "The food has been prepared." "She (prepare) the food." "She has prepared the food." Resources: Patterns of American English. Lorenz, Marian B. Oceana Publications, 1976, pp. 163-164. Teacher-prepared handouts.	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
Students will be able to differentiate between the present perfect and past simple tenses.	38. Contrast Present Perfect and Past Simple	38. Teacher will explain the difference in the use of present and past simple. -Teacher will ask questions both orally and in writing to reinforce correct usage. "Have you seen any plays this year?" "Did you see any plays last year?"	

SUBJECT: Advanced Beginner,
Intermediate and Advanced
Past Unreal Conditional (cont.)
Causative Patterns

Skills	Content / Teaching Strategies		Evaluation
		Resources: Patterns of American English. Lorenz, Marian B. Oceana Publications, 1976, pp. 165-166. E.S.L. Grammar Workbook II. Dart, Allan K. Prentice-Hall, 1978, pp. 39-42	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
Students will be able to discuss past unreal conditional after "wish".	39. Past Unreal Conditional (wish + if) Vocabulary may be added or deleted at the teacher's discretion. figure person pharaoh kingdom remarkable in particular asp cleopatra Marc Anthony Julius Caesar Shakespeare Napoleon Bonaparte Marco Polo Mahatma Gandhi Eleanor Roosevelt	39. Teacher will explain the formation and meaning attached to past unreal conditional sentences. -Students will be pre-taught any unknown vocabulary before reading illustrative passages. -Students will answer comprehension questions orally and in writing. -Students will respond to information supplied by the teacher by forming conditional sentences. "He didn't hear his alarm go off. He overslept." "If he had heard his alarm go off, he wouldn't have overslept."	

SUBJECT: Advanced Beginner, Intermediate and Advanced
Causative Pattern (cont.)
Past Perfect

Skills		Content / Teaching Strategies		Evaluation
		Nikolai Lenin John Kennedy Kublai Khan	Students will practice changing sentences from if..not to unless. Resources: Patterns of American English. Lorenz, Marian B. Oceana Publications, 1976, pp. 167-170. E.S.L. Grammar Workbook II. Dart, Allan K. Prentice-Hall, 1978, pp. 135-146 Developing Communicative Competence in English as a Second Language. Bruder, Mary N. University Center for International Studies: University of Pittsburgh, 1974, pp. 441-449	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
Students will be able to form sentences with causal patterns.	40. Causative Pattern subject + have / get / want + object + past participle Vocabulary may be added or deleted at the teacher's discretion.	40. Teacher will present the formation of the causative pattern and the meaning. -Teacher will preteach unknown vocabulary to prepare students for reading the model passage. -Students will answer comprehension questions orally and in writing.		

SUBJECT: Advanced Beginner,
Intermediate and Advanced
Past Perfect (cont.)

Skills	Content / Teaching Strategies		Evaluation
	lottery remodel modernize convert (re) upholster scrape wax (n,v) renew	-Teacher will ask students personalized questions. "Do you wash your own shirts or do you <u>have them washed?</u>" Resource: <u>Patterns of American English</u>. Lorenz, Marian B. Oceana Publications, 1976, pp. 171.	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
Students will be able to form and use the past perfect tense. (They need to be able to differentiate between past simple and past perfect.)	41. Past Perfect Vocabulary may be added or deleted at the teacher's discretion. obstetrician deliver (a baby) feature - film turnpike straight-directly perfume talcum powder item sponsor (v) childbirth	41. Teacher will present the formation and usage of the past perfect. -Teacher will pre-teach new vocabulary to prepare students for model passage. -Following the reading of the illustrative passage, students will answer the comprehension questions orally and in writing. -Teacher will ask students personalized questions orally and in writing. -Teacher will ask students personalized questions using the new tense.	

SUBJECT: Advanced Beginner,
Intermediate and Advanced
Future Perfect

Skills	Content / Teaching Strategies		Evaluation
		-Students will rewrite sentences, using the correct tense form of the verb given in parentheses. -Students will write a composition about a past occurence. Students will include the use of past perfect in some of the sentences. Resources: Patterns of American English. Lorenz, Marian B. Oceana Publications, 1976, pp. 172-174. E.S.L. Grammar Workbook II. Dart, Allan K. Prentice-Hall, 1978, pp. 48-57, 60. Teacher made handouts.	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.
Students will be able to form and use the future perfect tense.	42. Future Perfect Vocabulary may be added or deleted at the teacher's discretion. predict drastic(ally)	42. Teacher will present the formation and usage of the future perfect tense. -Teacher will preteach new vocabulary to students before having students read model passage.	

SUBJECT: Advanced Beginner,
Intermediate and Advanced
Future Perfect (cont.)

Skills	Content / Teaching Strategies	Evaluation
	crisis tap (v) nuclear solar widespread explosion incidence	-After reading the illustrative passage, students will respond orally and in writing to comprehension questions. Resources: Patterns of American English. Lorenz, Marian B. Oceana Publications, 1976, pp. 173-174 E.S.L. Grammar Workbook II. Prentice-Hall, 1978, pp. 236-239. Teacher prepared handouts.	Students at this level will be constantly monitored and evaluated by their ability to comprehend and repeat appropriate drills. When reading and writing skills are sufficiently developed, teacher made tests will be used to ascertain proficiency.

VIII. COPING SKILLS

Overview

The purpose of the lessons for English as a Second Language students in the coping skills is to help them when they are outside the classroom setting, being confronted by our everyday "English" world. These lessons are designed to be used in conjunction with the basic English grammar and usage lessons provided.

The coping skill lessons need not be done in the order in which they are presented here, but may be used as the needs of particular students require them. Some lessons may be unnecessary while others may have to be developed as an individual student's needs indicate.

The coping skills lessons may require materials from outside the classroom as a part of the lesson to make them more easily explained or understood. Also, the teacher should be prepared to adjust a lesson as students' questioning may require additional presentation, enlarging the vocabulary, or creating an entire new lesson.

SUBJECT: Coping Skills:
Signs

Skills	Content /	Teaching Strategies	Evaluation
Students will be able to identify and understand the meaning of signs encountered in daily activities.	Signs enter entrance exit pull danger caution bus stop elevator stairs escalator no smoking open closed do not enter corner walk don't walk	Explain signs encountered in buildings or on the street. Use a physical "walk through" of the building with doors/signs. Use pictures illustrating same or view from the classroom window. Review basic signs. Explain new signs and "walk through" to add new vocabulary. Combine the walk with picture may combine the walk with pictures for better clarification. Resource: Looking at American Signs Huizenga: Voluntad Publishing 1982	To evaluate each lesson in the coping skills for the ESL student, the teacher will need to incorporate the words of a particular lesson into the introduction of the next lesson or use the words as a part of the lesson itself. Examples: After clothing names are taught, colors are to be introduced. It may be helpful to review the clothing words and add the colors to them. Each lesson should include some review to evaluate the retention of vocabulary and use. If there is a loss, new presentation of the material may be necessary. Periodic spot review of some lessons/vocabulary should be used as a continued evaluation to be sure the student has good retention. Since the coping skills lessons are primarily designed to be oral, the evaluation should also be done orally using normal speech patterns and usage.

SUBJECT: Coping Skills
Money & Banking

Skills	Content	/ Teaching Stragtegies	Evaluation
Students will be able to use U.S. money correctly and become familiar with terminology used for financial activities.	dollar cent penny nickel dime quarter half-dollar bill coin cash	Use real coins and bills to explain U.S. currency. Explain the value equivalency and names of each.	See page - Coping Skills
	change bucks check credit card charge money order currency receipt	Explain use of terms and practice making change. Reading and writing about the different kinds of money. Discuss the difference between hard cash and credit.	
	bank building & loan savings checking account deposit	Use either pictures or real objects to explain the use of each item. Explain difference between each one. Deposit/withdrawal slips, bank books can be used to demonstrate meanings.	
		Resources: Lifelines #1, Foley, et. al Regents Publishing Co., 1981, pp. 21-24, pp. 25-29	

SUBJECT: Coping Skills
Money & Banking

Skills	Content /	Teaching Strategies	Evaluation
	withdrawal teller interest statement		See page - Coping Skills
	window safety deposit box vault loan bank guard cashier identifi- cation deposit slip withdrawal slip	Practice writing checks. Role play a bank experience or check cashing experience.	
		Resource Materials: English Spoken Here/ Life in the U.S. pp. 1-3 Life in U.S. Messac - Kranich: Cambridge pp. 4 - 10	

SUBJECT: Coping Skills
Post Office

Skills	Content / Teaching Strategies	Evaluation
Students will learn to understand the terminology necessary to make use of postal facilities.	stamp post/mail postage air mail air letter air gram post card mail box post office box zip code local mail out-of-town address return address first class printed matter metered mail packages parcel post insured junk mail Explain types of mail. Show the different types of mail. Practice conversation about what they might mail and to whom. Practice how to write an envelope. Role play a trip to mail an item. Resource Materials Lifelines #1, Foley, et al: Regents Publishing Company, 1981, pp. 75-76 Spoken Here Life in U.S., Messac, Kranich: Cambridge Publishing Company, 1982, p. 23	See page - Coping Skills

SUBJECT: Coping Skills
Post Office (cont.)

Skills	Content	/ Teaching Strategiess	Evaluation
	United Parcel Service money order customs declaration book/roll stamps mailman delivery	Use phone book to show how to find and use postal information it contains (zip codes, etc.). Resource Material: Telephone book Yellow pages for zip codes	See page - Coping Skills

SUBJECT: Coping Skills
Telephone

Skills	Content / Teaching Strategies	Evaluation
Students will be able to follow directions to use a pay phone and learn how to work with the telephone company.	receiver dial push button dial tone cradle busy signal telephone book "hello" operator directory assistance telephone booth coin slot public phone pay phone return wrong number hang up directory emergency area code Use a real telephone to explain parts and terms. Practice making phone calls with fellow students. Have students turn their backs to person with whom they have converstation (not seeing the person is very important.) Introduce the telephone book - Demonstrate its parts/information and how it may be used. Practice finding information in directory. English Spoken Here, Consumer Information, Mariman, et al, Cambridge Publishing Co., 1982 Getting Started Messac, Kranich; Cambridge Publishing Comany, 1982, pp. 48-49 Lifelines #1, Foley, et al; Regents Publishing, 1981, pp. 11-14, 95-99	See page - Coping Skills

SUBJECT: Coping Skills
Directions (Locations)

Skills	Content	/ Teaching Strategies	Evaluation
The student will learn to follow directions given in travel as well as for directions on the job.	up/down right/left north northeast northwest south southeast southwest east west	Use map, preferably U.S., to show directions. Locate places and give directions from class location.	See page - Coping Skills
	above over on top	Introduce words; add to list from previous lesson.	
	below under beneath next to beside through in front of behind across	Have students listen to directions to place known objects in the room. Have students identify location.	
	straight toward near away from far corner block turn take the inter- section	Practice giving directions to different places. Resources: Lifelines, #3, Foley, et al: Regents Publishing Company, 1982, pp. 27-28 Telephone book's map of city may be used.	

SUBJECT: Coping Skills
Transportation

Skills	Content / Teaching Strategies	Evaluation
Students will learn to move about freely without needing the aid of someone to translate.	bus bus stop subway route express local non-stop schedule leaves departs arrives station airport terminal arrival departure gate domestic interna- national baggage luggage claim claim check Introduce/explain words. Use local bus map & schedule. Practice conversation giving each student a chance to ask about bus times and/or answer about where and when the bus is to go. Explain words. Conduct a discussion about how students arrived in the U.S. Use airline ads from newspaper to help with discussion. Resources: Lifelines #1, pp. 35-38 Lifelines #2, Foley, et al; Regents Publishing Company, 1982, pp. 35-38 Looking at America Signs, Huizenga; National, 1982, p. 50, pp. 28-31	See page - Coping Skills

SUBJECT: Coping Skills
Your Car; Driving Laws

Skills	Content	/ Teaching Strategies	Evaluation
The students will learn and be able to explain difficulties with the car, to help in car purchase and upkeep. Further, they will become familiar with laws governing the operation of a car.	compact station wagon van 4-wheel drive trunk "semi" "R-V" trailer 2 - door 4 - door trunk hood hatchback coupe sedan dashboard tires steering wheel hub caps gear shift (automatic standard stick)	Use magazines or other photos to show differences between types of vehicles. Discuss uses of different types of vehicles. If street view is available identify passing vehicles. Use picture of auto to show parts. Have a conversation about the car they or their family owns. Practice locating parts of the car. Resources: Lifelines #4, Foley, et al, Regents Publishing Company, 1982, p. 29 English Spoken Here, Life in the United States, Messac, et al, Cambridge Book Co, 1982	See page - Coping Skills

SUBJECT: Coping Skills
Your Car; Driving Laws (cont.)

Skills	Content / Teaching Strategies	Evaluation
	Life in U.S., Messac - Kranich: Cambridge Publishing Company, 1982, pp. 33-35	See page - Coping Skills
glove compartment speedometer gas pedal clutch brake seat belt turn signal wipers headlights defroster gasoline regular unleaded super unleaded air oil oil change tune up spark plug radiator battery ignition muffler	Using picture of dashboard, etc., explain use of each item on the dashboard. Conduct a discussion about car which the student drives. Practice locating each object. If student does not drive, discuss the above concerning a friend's car. Go over vocabulary finding location, use, purpose of each word listed. Use directions for practice questions and answer session.	
	Resources: Lifelines #4, Foley, et al: Regents Publishing Company, 1982, p. 4, pp. 29 - 30	

SUBJECT: Coping Skills
Your Car; Driving Laws (cont.)

Skills	Content	/ Teaching Strategies	Evaluation
	drive park neutral second high (third) reverse signal shift stop yield do not enter one way no parking parking meter no left turn no right turn no turn on red signs indi- cating no turn school zone lane	Explain gears in different types of cars, where they are positioned and when to use them. Conduct a question/answer session of when, where, how to use gears. Make a diagram of gears. Explain each sign and where it might be found; what the driver should do when seeing the signs. "What do you do if you see this sign?", etc. If State Driver's Training Book is available, use it as supplement. Lifelines #3, Foley, et al, Regents Publishing Company, 1982, p. 35	See page - Coping Skills

SUBJECT: Coping Skills
Your Car; Driving Laws (cont.)

Skills	Content	/ Teaching Strategies	Evaluation
		English Spoken Here, Life in the United States, Messac, et al. Cambridge Publishing Co., 1982	See page - Coping Skills
	speed limits traffic lights flashing light emergency light school bus 4-way stop lane change expressway driving	Ask questions such as: What do you do if-------? (Use State Driver's Training Book if available)	
	expressway turn pike toll	Explain how these kinds of roads differ from others.	
	driver's license lawyer	Discuss what an attorney does for you.	
	court probate deed will contract litigation compensation estates bankruptcy divorce	Use each word in vocabulary list as might apply to each student.	

259

SUBJECT: Coping Skills
Your Car; Driving Laws (cont.)

Skills	Content / Strategies	Evaluation
	Resources: Getting Started, Messac - Kranich: Cambridge Publishing Company, 1982, pp. 60 - 65 Looking at American Signs, Huizenga Voluntad Publishing Company, 1983, pp. 4-5, 10-11, 18-19	See page - Coping Skills

SUBJECT: Coping Skills
Measurements

Skills	Content	/ Strategies	Evaluation
The students will become familiar with the system of measurement used in the U.S. rather than the metric system.	ounces pounds tons inches feet yards miles acres pints quarts gallons teaspoons tablespoons cups bushels	Compare vocabulary to the metric system's vocabulary. Note: Most students will be familiar with the metric system. Use dictionary list or other similar chart. Discuss what might be purchased with each measure. Lifelines #2, Foley, et al: Regents Publishing Company, 1982, pp. 41-44	See page - Coping Skills

SUBJECT: Coping Skills
Supermarket

Skills	Content	/ Teaching Strategies	Evaluation
Students will learn to shop in the supermarket and locate easily items they wish to purchase.	cart coupon check-out cashier bagger produce dairy delicatessen beverages bakery bottle return express lane	Explain what a supermarket is. Use product photos or newspaper ads to show where each can be found or the section in which items can be found. Resources: English Spoken Here, Consumer Information Messac-Krenich, Cambridge Publishing Co., 1982, pp. 32-37 Looking at American Signs, Huizenga Voluntad Publishing Company, 1982, pp. 54-57.	See page - Coping Skills

SUBJECT: Coping Skills
Newspaper

Skills	Content	/ Teaching Strategies	Evaluation
Students will learn how to use the local newspaper to provide themselves with the kind of information they are seeking.	headline front page editorial classified amusements comics sports business real estate cartoons puzzles advertising	Explain parts of newspaper. Use Sunday edition to show parts and what they contain. Practice locating articles using index. Resource: Local Newspaper	See page - Coping Skills

SUBJECT: Coping Skills
Weather

Skills	Content	/ Teaching Strategies	Evaluation
The student will become familiar with the types of weather he may encounter in his new home and understand the weather ther report as given on TV/radio.	rain snow sleet hail freezing rain showers thunder storms cloudy mild lightning thunder meteorologist forecast weatherman temperature humidity barometer low pressure high pressure tornado hurricane typhoon climate	Use newspaper weather report- to discuss words which apply to present weather. Explain and compare other terms. Conduct questions/answers about kind of weather students prefer. Use weather map from newspaper. Compare celcius/fahrenheit. Use climate of the student's home as basis for conversation. Resource: Local Newspaper	See page - Coping Skills

SUBJECT: Coping Skills
Department Store

Skills	Content	/ Teaching Strategies	Evaluation
The students will become more able to find the items they wish to purchase in a department store.	elevator escalator directory customer service housewares appliances draperies linens domestic sports wear hosiery cosmetics lingerie sizes men's misses' junior's women's children's shoes waist hip bust in-seam petite/regular/long	Use newspaper department store ads to determine where to find particular items in the store Use usual classification. Discuss sizing in United States. Indicate where measurement need be taken (Remind them to take measurements in inches). Resources: English Spoken Here Consumer Information, Messac, Kranich: Cambridge Publishing Company, 1982, pp. 62-76	See page - Coping Skills

SUBJECT: Coping Skills
Department Store (cont.)

Skills	Content	/ Teaching Strategies	Evaluation
		Looking at American Signs. Huizenga: Voluntad Publishing Company, 1982, pp. 12-13, 51	See page - Coping Skills
	synthetic cotton wool silk corduroy denim striped checks plaid polka dots print leather	Introduce textures of cloth. Review clothing names and colors by having students identify articles worn by those present. Note: Be sure students feel the texture.	
		Resource: English Spoken Here Consumer Information Messac - Kranich: Cambridge Publishing Company, 1982, p. 91	

SUBJECT: Coping Skills
Laundry, Laundromat

Skills	Content	/ Teaching Strategies	Evaluation
The students will learn how to take proper care of clothing through correct handling.	washer dryer soap detergent load rinse spin bleach fabric softener brands dry label instructions wash basket clothesline tumble drip dry dry flat out-of-order soak	Discuss and define word list. Use newspaper/magazine ads to show variety of washers. Develop conversation about how each student does laundry. Discuss and explain words about clothing care and how to read labels of clothing for correct cleaning instructions. Read available labels from students' clothing. Resource: English Spoken Here Consumer Information Messac - Kranich: Cambridge Publishing Company, 1982, pp. 1-3, 83	See page - Coping Skills

SUBJECT: Coping Skills
Illness

Skills	Content	/ Teaching Strategies	Evaluation
The students will learn how to get the kind of help needed, explain his difficulties to a doctor and understand necessary treatment or drug use as prescribed by the physician.	bandage band-aid gauze adhesive tape stitches antiseptic sling cast splint walker crutches wheelchair	Develop word list. Explain for what reason you would use each word. Conduct a discussion with students to determine if they ever needed to use any of these words listed. Work carefully on pronunciation during conversation.	See page - Coping Skills
	hospital emergency ambulance clinic surgery operation operating room paramedic recovery anesthetic	Go over word list. "When would you use each of these facilities?" Discuss with students their experiences, which facility is closest and how to find help in the phone book.	
	reception information visiting hours	Introduce new subjects by conducting a question and answer period. Ask if students have visted a hopital.	
	patient waiting room	Have students relate experiences if they wish.	

SUBJECT: Coping Skills
Illness (cont.)

Skills	Content / Teaching Strategies	Evaluation
	contagious maternity X-ray nurse's station chapel intensive pain ache cut bruise burn break sprain scar scab throb dull sharp acute Describe/explain each of words on the list. Resources: English Spoken Here Health/Safety, Messac - Kranich: Cambridge Publishing Company, 1982, pp. 1-3 Lifelines #3, Foley, et al: Regents Publishing Company, 1982, pp. 71-75 English Spoken Here, Health/Safety, Messac - Kranich: Cambridge Publishing Company, 1982, pp. 1-3, 38-43	See page - Coping Skills

SUBJECT: Coping Skills
Illness (cont.)

Skills	Content /	Teaching Strategies	Evaluation
	pharmacy drug store prescrip- tion dose dosage pill capsule tablet coated caplet anti-biotic deconges- tant	Develop word lists together. Show pictures of each kind of medicine (pills, capsules, etc) Note: Use magazine ads for illustrations. Use prescription labels if available. Copy prescription and label. Note dosage. Role play the student's going to have a prescription filled. Resources: Lifelines #2, Foley, et al: Regents Publishing Company, 1982, pp. 85-89 Looking at American Signs, Huizenga: Voluntad Publishing Company, 1982, pp. 40-41	See page - Coping Skills

SUBJECT: Coping Skills
Insurance

Skills	Content	/ Teaching Strategies	Evaluation
Students will understand terminology used in applying for insurance and making insurance claims.	premium agent claim coverage deductible rider estimate adjuster homeowners automobile liability	Develop word list, discussing the reason insurance is needed. Explain each term.	See page - Coping Skills

SUBJECT: Coping Skills
Emergencies

Skills	Content / Teaching Strategies		Evaluation
The student will understand how to get necessary help in time of emergencies.	emergency Fire- Department police life squad fire escape smoke accident paramedic	Go over word list Use phone book to find how to call for help in each area where students live. Practice how to call and report emergencies. Resource: English Spoken Here Health & Safety Messac - Kranich: Cambridge Publishing Company, 1982, pp. 96-105	See page - Coping Skills

272

SUBJECT: Coping Skills
Recreation

Skills	Content	/ Teaching Strategies	Evaluation
Students will be able to locate areas for the types of recreation desired and to make use of the facilities.	park playground picnic area camping swimming pool/beach boat dock ramp golf course bench tennis court refreshments snack bar bicycle path hiking jogging trail nature "keep off the grass" "no littering" refuse	Develop word list. Use local map to show areas where these recreational activities are available. Discuss recreation available in their country and compare those in our country and/or area. Explain words on list. Have students write a paragraph about their favorite recreational activity. Resource: Looking at American Signs. Huizenga Voluntad Publishing Company, 1982, pp. 8-9, 16-17, 20-21	See page - Coping Skills

27.1

SUBJECT: Coping Skills
Holidays

Skills	Content / Teaching Strategies	Evaluation
The student will come to understand the cultural activities of the particular holiday and the reason for its celebration.	Christmas Christmas Eve tree Santa Claus wreath stocking carols reindeer tinsel ornaments New Year's Day Valentine Veteran's Day President's Day Easter Thanksgiving Fourth of July Halloween Memorial Day Labor Day birthday Introduce holiday near the day itself. Explain each item on word list. Discuss the ways students celebrate holidays if they do. Note: Remember many Asians do not; most Europeans/South Americans do. Compare. Develop own word list for each of these holidays as the time for the holiday draws near. Use magazine/newspaper pictures/ads/articles. Explain how we celebrate each holiday, our customs our customs and traditions. Resource: Looking at American Holidays, Huizenga: Voluntad Publishing Company, 1982, pp. 38-39	See page - Coping Skills

SUBJECT: Coping Skills
Your Body

Skills	Content	/ Teaching Strategies	Evaluation
The student will learn to identify, by name, the parts of the body as may be necessary to know for medical reasons, clothing purchases, etc.	body torso limbs trunk head arms legs abdomen chest back	Introduce words. Develop with physical action to familiarize student with words identifying parts of the body.	See page - Coping Skills
	hand finger thumb palm nail knuckle wrist elbow upper/ lower arm shoulder	Review left/right, up/down with physical exercises using vocabulary appropriately.	
	leg hips thigh knee ankle shin calf	Continue developing vocabulary using cards with the names of body parts and place them next to the correct parts of the body.	

English Spoken Here Health/Safety, Messac-Kranich: Cambridge Publishing Company, 1982, pp. 4-5

SUBJECT: Coping Skills
Your Body (cont.)

Skills	Content / Teaching Strategies	Evaluation
		See page - Coping Skills
	waist buttocks lap foot toes heel ball arch instep sole	Develop word list using a picture of a foot from magazine.
	forehead nose cheeks chin bridge brow temple neck jaw	Use your hand to trace the parts of the face as part of development of word list. Use questions/answers "where is your --?". Then have students ask each other the same questions. Use own face to explain location of parts on word list.
	eyebrows eyelashes eyelids eyes nose nostrils mouth lips teeth tongue ears earlobe	Use fingers to trace parts of own face when questioned by teacher. Review other body parts.

Resource:
Lifelines #1, Foley, et al: Regents Publishing Company, 1981, pp. 81-82

276

SUBJECT: Coping Skills
Where You Live

Skills	Content / Teaching Stratgies	Evaluation
Students will learn to handle problems pertaining to a house or apartment; purchase, rent lease, or repair.	house home apartment condominium town house lease rent mortgage property residence landlord/ lady utilities heat security tenant occupant furnished single family multiple dwelling split level two-story duplex	Explain words which apply apply to places where one lives and how the places differ. Use newspaper, classified ads to relate differences in kinds of houses and price of different dwellings. Other periodicals may also be used to show types. Develop vocabulary with a question/answer lesson involving students in their present residence compared to the one in which they lived in their native country. After describing different types of houses, review telephone. Use role play making phone calls about housing. (Be sure students does NOT face other caller) Resource: English Spoken Here, Consumer Information, Messac - Kranich: Cambridge Publishing Company, 1982, pp. 96-99, 102-103	See page - Coping Skills

SUBJECT: Coping Skills
Where You Live (cont.)

Skills	Content / Teaching Strategies	Evaluation
	vacancy floor plan brick stone frame stucco siding trim gutters eaves gables shingles porch patio deck attic basement insulation storm windows storm door screens driveway garage basement utility room furnace storage	Develop vocabulary by using pictures of houses showing examples of the words in the list. Question students in such a way as to relate what their houses look like. Use written practice in giving description. After picture presentation ask; "Does your house have....?" "Would you like to have..?" "Why?" Use these questions to encourage giving reasons. Ask questions such as: "Where is a basement?" "What is in it?" "What do you do with a ...?" Resource: English Spoken Here Consumer Information, Messac-Kranich, Cambridge Publishing Co., 1982, pp. 108-117	See page - Coping Skills

SUBJECT: Coping Skills
Where You Live (cont.)

Skills	Content / Teaching Strategies	Evaluation
	shelving hardware tools meters fuse box fuse water heater rugs carpeting tilessent. paneling paint wallpaper radiator register drapes curtains shades blinds kitchen linoleum refrigerator dish washer disposal sink stove/ range oven microwave Use questions/answer dialogue to develop vocabulary. Discuss vocabulary Use room to walk through pointing out those items present. Explain differences between those which are/are not present. (Use pictures where necessary) Students will write description of own apartment or house. Use pictures from women's magazines to show kitchens. "Where would you.....?" Conduct a question/answer time. Require listening carefully. Ask students to give functions of appliances.	See page - Coping Skills

SUBJECT: Coping Skills
Where You Live (cont.)

Skills	Content	Teaching Strategies	Evaluation
	toaster toaster oven blender mixer food processor waffle iron	Use picture cards (word on one side/picture on other) to develop vocabulary.	See page - Coping Skills
	coffee maker can opener iron percolater	Have question/answer period. "What do you do with...?"	
	bath tub shower sink	Develop word list.	
	hamper shower stall	Use pictures from women's magazines or picture cards.	
	commode toilet	Match game with name and picture.	
	medicine chest vanitory towels shampoo	Have students make a diagram of their house/apartment showing where each of things in word list is located.	
	bedroom chest of drawers dresser		
	closet		
	linen closet		

SUBJECT: Coping Skills
Where You Live (cont.)

Skills	Content / Teaching Strategies	Evaluation
	living room family room sofa couch end table coffee table	See page - Coping Skills

SUBJECT: Coping Skills
Let's Eat

Skills	Content / Teaching Strategies	Evaluation
The student will learn to find the type of restaurant desired and to understand the menu and customs without embarrassment.	breakfast brunch lunch dinner supper buffet salad bar smorgasbord appetizer entree course Explain terms (brunch, dinner, supper, etc.) and what they usually mean in the United States. Ask if they have similar meals in their own country (particularly at the same time of day).	See page - Coping Skills
	fry broil boil bake roast saute' marinate grill barbecue sauce gravy Explain vocabulary list describing how each process is done. Compare to students' cooking in their native countries. Conduct a discussion of how to prepare each student's favorite dish.	
	restaurant diner fast food drive-in host hostess waiter Use question/answer discussion with students about where they like to eat out. Develop word list for discussion. Write brief description of going out to eat.	
	Resource: Looking at American Food, Huizenga: Voluntad Publishing Company, 1982, pp. 4-5, pp. 8-9, 12-13, 26-27	

SUBJECT: Coping Skills
Let's Eat (cont.)

Skills	Content / Teaching Strategies	Evaluation
	waitress cafeteria cafe menu check tip check room restroom booth order bar lounge cocktail bartender bus boy	See page - Coping Skills
	Develop word list from restaurant experience. Role play a trip to a restaurant.	

English Spoken Here,
Life in U.S., Messac - Kranich:
Cambridge Publishing Company,
1982, pp. 94-97

Looking at American Food, Huizenga,
Voluntad Publishing Company, 1982,
pp. 32-33, pp. 44-45

IX. Bibliography

Coming to America. Coleman, Bruce, and Josephine Hileman, Massachusetts: Newbury House Publishers, Inc., 1981

Developing Reading Skills, 2 vols. Markstein, Linda, and Louise Hirasawa, Massachusetts: Newbury House Publishers, Inc. 1983.

Encounters: A Basic Readers, Pimsleur, Paul. New York: Harcourt Brace Jovanich, Inc., 1980.

English Spoken Here Series:
Consumer Information
Life in the United States
Getting Started
Health and Safety, Messac-Kranich:
Cambridge Publishing Company, 1982

Expanding Reading Skills. 2 vols. Markstein, Linda and Louise Hirasawa, Massachusetts: Newbury House Publishers, Inc. 1983

Headlines: An Advanced Text for Reading, Speaking, and Listening. Karant, Priscilla, New Jersey: Prentice-Hall, Inc., 1985

O, Promised Land. Dennis, John M. Massachusetts: Newbury House Publishers, Inc., 1982

Professor Phonics Give Sound Advice, Foltzer, M.Ed. Ohio: St. Ursula Academy, 1980.

Reader's Choice. Baudoin, E. Margaret. Michigan: University of Michigan Press, 1977.

Reading and Exercise Series. 6 vols. Dale, Jean N. California: ESL Publications, 1973.

The Chicken Smells Good: A Beginning E.S.L. Reader. Pickett, William P. New Jersey: Prentice-Hall, Inc., 1984

Lifelines 1, Lifelines 2, Lifelines 3, Lifelines 4, Coping Skills in English, Foley-Pomann - Dowling: Regents Publishing Co., Inc., 1981-82

Looking at American Food, Huizenga: Voluntad Publisher, Incorporation - Subsidiary of National Textbooks Company, 1984

Looking At American Holidays, Drews, Voluntad Publisher, Incorporation - Subsidiary of National Textbook Company, 1985

Bibliography (cont.)

Looking at American Recreation, Huizenga: Voluntad Publishing Company - Subsidiary of National Textbook Company, 1983

Looking at American Signs, Huizenga: Voluntad Publishing Company - Subsidiary of National Textbook Company, 1982

The New Arrival. 2 vols. Kuntz, Laurie. California: The Alemany Press, 1982.

Writing

Discovering American English: Writing. Seltzer, Sandra. New York: McMillan Publishing Co., Inc., 1981

Picture Stories for Beginning Composition, Heyer, Sandra. New York: Regents Publishing Co., 1983

Reading, Thinking, Writing. Lawrence, Mary S. Michigan: University of Michigan Press, 1975

Write from the Start. Davidson, David M., and David Blot, Massachusetts: Newbury House Publishers, Inc., 1984

Grammar Texts

E.S.L. Grammar Workbook, 1, 2. Dart, Kent. Prentice-Hall, Inc., 1978

English Sentence Structure. Krohn, Robert. Michigan: University of Michigan Press, 1971

Modern English: Exercises for Non-native Speakers, 2 vols. Frank, Marcella, New Jersey: Prentice-Hall, Inc., 1972

Listening Comprehension

E.S.L. Operations: Techniques for Learning While Doing. Nelson, Gayle, and Thomas Winters. Massachusetts: Newbury Publishers, Inc., 1980

Listening Dictation. Morely, Joan, Michigan: University of Michigan Press, 1976

Twentieth Century News: Pint, John. New York: Pergamon Press, Inc., 1983

Reference

Learning Another Language Through Actions: The Complete Teacher's Guidebook. Asher, James J. California: Sky Oaks Production, Inc., 1977

Longman Dictionary of American English

Longman Dictionary of Contemporary English. Proctor, Paul. New York: Longman Inc. 1978

Modern English: A Practical Reference Guide. Frank, Marcella. New Jersey: Prentice-Hall, Inc., 1972

Oxford Picture Dictionary of American English. Parnwell, E.C. New York: Oxford University Press, 1978

Photo Dictionary. Rosenthal, Marilyn S., and Daniel B. Freeman. New York: Longman, Inc., 1987

TOEFL: Test of English as a Foreign Language. Babin, Edith. New York: Arco Publishing, Incorporation, 1983

Conversation/Listening Comprehension

Off-Stage: Sketches from the English Teaching Theater. Case, Doug, and Ken Wilson. London, English: Heinemann Educational Books, 1978

Picture It! Dumicich, John. New York: Regents Publishing Company, Inc., 1981

Prose and Passion. Gabriel, Gary. New York: Regents Publishing Co., 1981

Take A Stand. Alexander, L.G. New York: Longman, Inc., 1978

Vocabulary in Context. Franklin, Harry B., and Herbert G. Meikle, Michigan: University of Michigan Press, 1977

Texts

English for Adult Competency. 2 vols. Keltner, Autumn, and Leann Howard, New Jersey: Prentice-Hall, Inc. 1982

Line by Line. Molinsky, Steven J., and Richard E. Hill. New Jersey: Prentice-Hall, Inc. 1983

MMC: Developing Communicative Competence in English as a Foreign Language. Bruder, Mary Newton, Pennsylvania: University Center for International Studies, University of Pittsburgh, 1974

Patterns of American English: A Guide for Speakers of Other Languages. Lorenz, Marian Brown, New York: Oceana Publications, Inc., 1976

Survival Skills

English Spoken Here: Consumer Information, Merriman, Mark S., and Jack H. Plimpton, New York: Cambridge Book Company, 1982

English Spoken Here: Health & Safety. Merriman, Mark S., and Jack H. Plimpton. New York: Cambridge Book Company, 1982

English Spoken Here: Life in the United States. Messac, Jerry L., and Roger E. Kranich. New York: Cambridge Book Company, 1982

SUGGESTED ADDITIONAL MATERIALS

Although particular textual materials are suggested with the lessons presented there are other easily available materials which can also be used.

The daily newspaper is a good text for those students who have reached sufficient proficiency of language. The style of the newspaper provides a different type of reading and knowledge with which advanced students should be familiar.

Magazines:

National Geographic

Readers' Digest

Time

Each of the above can be used as texts for advanced students.

It is practical to have other magazines available to use for pictures in demonstrating everyday items. The age of these magazines does not matter. A nursery catalog often comes in handy for plant and tree identification. Much of what might be considered junk mail may have a pictorial use in teaching English as a Second Language.